

History  
of the  
OHIO COOPERATIVE EXTENSION SERVICE  
1959-1969

College of Agriculture and Home Economics

The Ohio State University

## FOREWORD

Men make history. Each contributes his part to the story of all. The actions of many, working together, trying to reach common objectives, seeking solutions to problems, and looking always for ways to make life better for all, supply the historian's raw materials.

In this volume, the committee representing the Ohio Cooperative Extension Service presents a selection of factual information, carefully related and interpreted, to provide as complete as possible a picture of the achievements of the Extension Service during the period 1959-1969.

The Extension history is a part of a much larger over-all compilation including similar reports from other segments of The Ohio State University in preparation for its Centennial observance in 1970. On such occasions it is customary to look back. It is rewarding to be able to do so with pride in the accomplishments of those who have played roles in the drama related. It is gratifying also to look toward the future with the assurance that we will continue to meet challenge successfully, as we have in the past.

We appreciate the efforts of the committee named to prepare this report: Otto C. Croy, assistant director emeritus; C. D. McGrew, Extension specialist, dairy science; James P. Chapman, assistant Extension editor, 4-H, who served as secretary of the committee and editor of the manuscript; and Charles A. Haas, assistant state leader, personnel, chairman of the committee.

Roy M. Kottman  
Director  
July, 1969

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## CHAPTER I

### INTRODUCTION

In his History of Cooperative Extension Work in Agriculture and Home Economics in Ohio published in 1959, Carlton F. Christian, agricultural editor, emeritus, told of the beginnings of Extension work in the state. He related the background for such work in the legislation which authorized states to establish it. He recounted many incidents in the story of Extension work from 1905 to 1958. On the foundation laid in his book, we add now the events and developments of the period from 1959 through early 1969.

We need to keep in mind the same background scene for this part of the story. The stage setting is essentially the same -- the College of Agriculture and Home Economics at The Ohio State University. The backdrop is a panorama of Ohio scenes, predominantly agricultural, but heavily studded with industries and businesses closely related to agriculture. The wings on either side of the stage shelter the Ohio Agricultural Research and Development Center, the resident teaching

staff of the College of Agriculture and Home Economics, the State Department of Agriculture, the Federal Extension Service and the USDA in Washington, along with numerous other government agencies.

Several "scenes" and a host of performers made up the early acts of the "play." Now the curtain is about ready to open on the next scene.

### The Base of Tradition

After more than a half century an institution may feel some justification in claiming certain traditions, or precedents, or basic principles. In the case of the Cooperative Extension Service in Ohio, basic concepts place Extension work as the off-campus educational function of the College of Agriculture and Home Economics. It is one side of a triangle. The other two sides represent resident instruction at the university and research in the college and its affiliated agricultural research and development center and at other related institutions through the U. S. Department of Agriculture.

All this came about as a result of passage May 8, 1914, of the Smith-Lever Act, which provided:

That in order to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of the same, there may be inaugurated in connection with the college or colleges in each State now receiving, or which may hereafter receive the benefits of the land-grant act of 1862 and the Morrill college endowment act of 1890, agricultural extension work which shall be carried on in cooperation with the United States Department of Agriculture ...

That cooperative agricultural extension work shall consist of the giving of instruction and practical demonstrations in agriculture and home economics to

persons not attending or resident in said colleges in the several communities, and imparting to such persons information on said subjects through field demonstrations, publications, and otherwise; and this work shall be carried on in such manner as may be mutually agreed upon by the Secretary of Agriculture and the State agricultural college or colleges receiving the benefits of this act.

Traditionally, Extension workers have devoted their time and efforts to helping farm people and others working in agriculture-related business and industry as well as those generally described as living in the more rural communities of the state. As a result of many changes over time, certain precedents have become established, too, which provide for "extending" Extension's educational services to additional audiences, for including new aspects of service and broader programs to Extension work.

Today's model of the Cooperative Extension Service still operates on the philosophy of its founders, to make available by all practicable and suitable means the benefits of the research and teaching of The Ohio State University College of Agriculture to the people of Ohio.

The basic objective is to help people use data related to agriculture and home economics to solve problems better. The aim is an improved level of living for all citizens through increased understanding and use of up-to-date, scientific information. Major emphasis is on economic development and related social and cultural needs.

#### Scope Sets the Stage for the 'Sixties

In 1957, the national Extension Committee on Organization and Policy (ECOP) assigned to a subcommittee of its members the job of reviewing the total educational program of Extension in all the States



to determine what consensus might exist regarding the scope and responsibility of this wide-spread institution. The result of this study, published in 1958, became known as the Scope Report.

To a considerable degree, the direction taken by the Ohio Cooperative Extension Service in the 'sixties was influenced by this report. The directors pointed to the areas of program development and emphasis which they agreed represented the core interest areas for Extension educational effort for the immediate future as well as guidelines for long-range program planning.

Nine committees of Ohio Extension Service staff studied the Scope Report and recommended adaptations for application to Ohio conditions. The nine study areas included: Efficiency in agricultural production; efficiency in marketing, distribution, and utilization; conservation, development, and wise use of natural resources; management on the farm and in the home; family living; youth development; leadership development; community improvement and resource development; and public affairs.

The influence of these studies and the resultant recommendations is evident as one reads of the activities, programs, and educational endeavors of Ohio's Cooperative Extension Service during the following decade.

Writing for the land-grant centennial publication, One Hundred Years of Better Living through Education and Research in Agriculture and Home Economics in 1962, Leo L. Rummell, dean emeritus of the College of Agriculture and Home Economics, summarized the growth of Extension in Ohio and suggested some directional markers we might expect to see along the road ahead.

## Extension Today and Tomorrow

Agricultural Extension has grown as a powerful force in agricultural production and marketing, as an aid to businesses allied with farming, as a leader with urban and rural families in homemaking and youth activities, as an exponent of conservation of natural resources and as a dynamic agency in community affairs and national agricultural policy. It has experienced a steady, progressive growth from early days of dissemination of practical farm information and organization of 4-H clubs ... important as they were and still are continued today. But in addition, Extension workers have been leaders and trainers in local leadership, backed by county and state advisory committees. They have recognized a growing responsibility to urban people, who now comprise over ninety percent of the state's population, and to these families home economics Extension and youth organizations have appeal in their every-day living. They have also extended in limited number leadership education to foreign trainees on Ohio farms.

All this is part of the Ohio evolution. Farms have declined in number 32 percent in the last 10 years, now numbering 85,000 commercial farms; but size has been increasing, an average farm now being 132 acres, or 25 percent more than in 1950 and 44 percent larger than in 1920. Capitalization has skyrocketed till today many a commercial farm has investment above \$50,000, or some even above \$100,000; and economists predict that within a decade some farms may have even \$200,000 capital.

## Looking Ahead

Extension Service constantly looks in the mirror at itself ... evaluating personnel, appraising programs, projecting plans to meet future economic and social changes. A comprehensive national self-examination was made in 1958, with reports broken down by regions and in states. This came to be known as the Scope Report as it covered the broad scope of Extension's role in farm and home development. Several newer areas of Extension education reflect recommendations made by the committees examining closely the Ohio Scope Report.

The administrative staff and specialists continue this type of self-evaluation.

With an impressive record of service and achievement in more than fifty years experience in Ohio, the Cooperative Extension Service in cooperation with the College and Station now outlines a challenging program for all the state in the future. It sees even smaller farm acreage as cities expand, industries grow, superhighways band the state, and more recreation areas develop. Agriculture must adjust to the economic and social changes. Increased accent on education, especially in home economics and youth, must be directed to village and city families ... now 93 percent of the population and growing at the rate of 200,000 a year.

Education and research must include agribusiness ... the 250,000 in farm supply firms, the 144,000 in processing farm products (food, wood, wool, tobacco, leather, etc.), the 40,000 employees in wholesaling, and 191,000 in retailing (listed in the 1958 Census).

Agricultural income now annually exceeds a billion dollars; but with all the costs of processing, packaging, distribution, wholesaling, advertising, and retail selling, the consumer spends about 2.6 billion dollars for these commodities in the marketplace. This represents 38 cents of the consumer's dollar that is received by the producer, the farmer. The consumer has demanded constantly increasing special services, with the result he spends more for his food. Yet food is still a bargain. The city resident finds it cheaper in terms of his income now than it was twenty years ago, and that nowhere else on earth does a laborer spend a smaller percentage of his income for the meals his family enjoys.

This growing importance of urban population and industries in Ohio was recognized by Director Wood in speaking at the 1961 annual conference of Extension workers, when he said, "this calls for new approaches and new methods of doing Extension work ... We recognize an increasingly important need for education on management of economic and social changes ... We see a vital need for reaching the general public ..."

Truly Agricultural Extension has advanced far beyond any visions of A. B. Graham or W. O. Thompson ... or of Senator Smith or Congressman Lever ... Today it serves the citizenship at home, and also it shares abroad its experiences with less fortunate peoples of the Free World that they too may enjoy a more abundant life.

Dean Roy Kottman speaking before the annual conference of Extension workers in 1961 summarized, "We in agriculture and home economics can demonstrate that for every dollar invested in research and Extension in Ohio, we have returned to the people at least \$100 in new wealth ... It is the Extension specialist and the local county agents who synthesize the agricultural sciences into a usable agricultural product that the farmer or processor ... or any of the agribusiness interests can use out on the firing line of day-to-day commerce."

### Re-evaluation Helps Keep Direction

Extension has tried to cope with change. Periodically looking at its own performance, examining the responses and the interests of Ohio's people, evaluating programs to see if they meet the existing needs, Extension has defined major areas of program emphasis, and then redefined or modified them as it has seemed necessary to serve the purposes for which they were established.

Still, fundamentally, the nine program areas studied by the Ohio staff following the Scope Report provide the substance of Cooperative Extension Work in this state, with adaptations from time to time to meet needs which alert leadership has sensed on the Ohio scene.

### Program Emphasis

In the most recent edition of the Faculty Handbook for Ohio Extension Workers, major areas of program emphasis are defined in project agreements with the Federal Extension Service. They are:

1. Agricultural Production, Management, and Natural Resource Development
2. Marketing and Utilization of Agricultural Products
3. Home Economics

#### 4. 4-H and Other Youth Work

#### 5. Community and Public Affairs

Within these five general categories, the Ohio Cooperative Extension Service brings its resources to bear on the educational needs of Ohio's citizens. The Cooperative Extension Service is directed by both State and Federal laws to concentrate its efforts with both adults and youth regardless of whether they live in rural or urban areas.

#### Agricultural Industry

Extension educational work with the agricultural industry includes assistance to agricultural producers, suppliers of agricultural production inputs, food processors, agricultural credit and finance agencies, and wholesalers, retailers, and consumers of agricultural products. The basic objective in this area is to help agricultural producers and those involved with agricultural businesses and industries develop a dynamic and economically sound agricultural industry.

The degree of emphasis on each phase of the agricultural industry varies in different sections of Ohio and in different periods of time. These variations are affected by changing needs pointed up by research and identified with the help of key leaders. The availability of money to the Extension Service for employing competent staff also has an effect on program emphasis.

#### Home Economics

Leadership training for lay leaders of Extension homemakers groups is an important part of Extension's educational program for homemakers. In addition, major efforts of Extension home economists are directed toward helping homemakers who do not take part regularly in these groups.

Increasing emphasis is given to programs which provide educational help to young homemakers, low-income families, working homemakers (employed out of the home), and youth.

The primary objective of home economics Extension education is to assist families in making the most effective use of their resources so that they may improve their family living conditions. Highly trained home economists furnish information in family economics, home management and equipment, foods and nutrition, housing and home furnishings, institution management, clothing and textiles, and child development and family life. Safety is also stressed in all phases of the home economics program. Priorities for emphasis in these several subject matter areas are determined by considering the needs of specific clientele and by the availability of professional staff to do the teaching.

#### 4-H Club Work

The 4-H Club program emphasizes project work in agriculture, home economics, and related disciplines for which the Extension Service has staff to provide professional leadership and educational materials. The primary objective is to help boys and girls ten to nineteen years of age to become responsible citizens. This voluntary, informal, out-of-school approach supplements and complements formal schooling.

Local 4-H clubs are guided by volunteer adult advisors. They are assisted by junior leaders. Demonstrations, teaching habits of health and safety, working on community service programs, camping, exhibits, and day-to-day work with individual projects are all parts of the 4-H program. The entire family, as well as business and civic leaders, become involved.

Specifically, 4-H Club work is divided into three categories:

1. Regular Ohio 4-H Projects - These are individual 4-H projects in agriculture, home economics, and related subjects which are approved by the Ohio Cooperative Extension Service. Each 4-H member is required to be enrolled in a regular 4-H project as a part of his or her educational experience.
2. Enriching 4-H Projects - These projects are carried by an individual member who is enrolled in at least one regular 4-H project. Project books and teaching materials for enriching projects are available through the National 4-H Office or from other sources. Such projects provide additional learning and responsibility. They serve to broaden the experiences of 4-H members.
3. 4-H Activities - These include health, safety, demonstrations, band, choral groups, camping, community services, recreation, and a variety of similar activities. They provide for both individual and group participation. Such experiences enhance the development of the Head, Heart, Hand, and Health concepts.

#### Community and Public Affairs

Assistance for community and public affairs is given in those subject matter areas which are closely associated with agriculture and home economics. Resource people are available in the College of Agriculture and Home Economics for educational programs in resource development, agricultural policy, general economic information, land and water use planning (including outdoor recreation), community

organization, leadership development, health, safety and emergency preparedness, and related public affairs.

Major effort is directed toward Ohio's rural communities in these program areas. Many problems relating to agriculture and home economics in the non-rural sectors of the state also receive educational assistance from Extension sources.

The Ohio Cooperative Extension Service is a part of the United States Department of Agriculture. In this capacity, it is responsible for giving educational and organizational leadership for total resource development, particularly in the rural areas. Special Federal monies have been granted to the Cooperative Extension Service under the Appalachian Act and from other sources for the conduct of appropriate educational programs. The primary objective in such efforts is to help individuals, groups, and communities understand and make the best use of resources in the community relating to agriculture and home economics.

#### Program Development

##### Specific Objectives and Goals

Specific objectives and goals are stated for each of the program areas in the project agreements, the documentation of long-time plans, and the annual plans of work. These are developed by the Extension staff with counsel and advice from representatives of the agricultural industry, homemaker, 4-H advisors, and other community leaders.

Project objectives and goals are determined after careful analysis of the current and future needs and changing demands of Ohio's agricultural industry, its homemakers, its youth, and its communities. Factors in the analysis include known research information, geographical and



local industry differences, interests and needs of people, public policy and governmental programs, and the judgment of the Extension staff. By working with local leaders, major educational needs are identified and priorities are established. These become the basis for selection of program objectives and goals. Other standards in selecting objectives and goals stem from the legal framework, objectives, and capabilities of the Ohio Cooperative Extension Service.

Objectives and goals are established through this process for each county, each industry or program specialty in area Extension centers, each subject matter discipline, and each project agreement. These carefully selected objectives and goals are used to make decisions on teaching methods. They are vital in measuring the results of teaching efforts.

#### Extension Committees

A unique feature of the Cooperative Extension Service educational effort has been the involvement of key local leaders in determining program direction. The Extension educational program is both informal and voluntary. Teaching is designed to meet the interests and educational needs of Ohio's citizens in agriculture, home economics, 4-H youth work, and related community and public affairs. The teaching and learning are geared to the use of practical information in solving day-to-day problems of people.

## CHAPTER II

### WORKING TOGETHER

As the name implies, the Cooperative Extension Service is characterized by cooperation. Such phrases as "working together," "helping people help themselves," "demonstration," and "team work" recur throughout reports of Extension work.

For years the terms "agricultural" and "cooperative" were used more or less interchangeably in referring to the Extension Service, not only in Ohio, but in other states and in the Federal agency as well. This led to some minor confusion occasionally. To eliminate such incidents, the administration announced in the fall of 1963 that as soon as existing supplies of printed materials, including stationery, bearing the identification, "Agricultural Extension Service," were used, they should be replaced with new materials imprinted with, "Cooperative Extension Service," and that telephone listings should become uniform in all counties, in area offices, and at the state level ... all should be identified as the "Cooperative Extension Service."

Thus, the term became not only symbolic of the source of monetary support -- county, state, federal -- and of the relationship between the parent institution, The Ohio State University College of Agriculture and Home Economics teaching faculty, research colleagues at the Ohio Agricultural Research and Development Center in Wooster, and the Extension staff on campus and throughout the state, but, also, of the relationships between Extension and the many agencies, organizations, and other institutions in Ohio.

This cooperative effort extends to a broad list of organizations, special interest groups, institutions and agencies, as well as to individuals. It also covers a wide variety of activity ranging from local, through county, to state, regional, national, and international levels of participation; and it includes both giving and receiving.

Programs develop from requests and recommendations of advisory committees and councils. County advisory groups include representatives of special interest, commodity, producer, and consumer groups. State advisory committees include representatives of county as well as state-wide organizations.

#### Cooperation Follows Well-defined Policy

The list shows a cross-section of Ohio's entire agriculture-related economy and society. Extension's role in this cooperative venture is outlined succinctly in the first two paragraphs of a statement on "Responsibilities of the Ohio Cooperative Extension Service to Organized Groups, Including Cooperatives," enclosed with the Director's May 14, 1965, "Green Letter," a newsletter to all Extension employees in the state issued monthly by the Director of Extension:

The major function of the Ohio Cooperative Extension Service is education. It provides educational leadership in agriculture, home economics, youth work, and related community and public affairs programs to assist Ohio people improve their economic, social, and cultural growth and development.

The Ohio Cooperative Extension Service is charged with educational responsibilities for assisting organized agricultural and allied groups and/or businesses involved in supply and service activities, production, processing, and distribution relative to Ohio's agricultural industry.

Instances of such cooperative work in Ohio cover a variety of interests. Changes over the years show a high degree of flexibility and adaptability, which is essential if programs and activities of such an agency are to meet the needs of people because they change from time to time.

#### Extension Cooperates in Rural Development

A good illustration of the manner in which Cooperative Extension worked with other groups was the program of the Nineteenth Annual Meeting of the Ohio Federation of Soil and Water Conservation Districts in January, 1962.

As is pointed out elsewhere in this volume, the Cooperative Extension Service was part and parcel of the rural development program from its beginning and continued to be through several changes of name and function. Rural Areas Development was the name by 1962. County agents were involved in many instances, and two 6-county areas were functioning with special area Extension agents in rural resource development. A total of twenty southern Ohio counties, designated as Area Redevelopment Counties, were participating in the program.

The program of the agency touched a broad range of problems relating to economic progress or growth in rural America. It was not the special program of a single agency, but brought together the

resources of many groups to work on a unified program of economic development. The broad significance of the program was reflected in the list of participants in the SWCD program January 23, 1962. Rural Areas Development authorities from federal, state, and local levels participated in a panel discussion moderated by W. B. Wood, director of the Ohio Cooperative Extension Service. The panel followed a keynote address by D. H. Williams, administrator of the Soil Conservation Service, USDA, Washington, D. C.

#### Conservation Federation Reciprocates

The Ohio Federation of Soil and Water Conservation Districts has maintained a close working relationship with Extension since 1942. One or more members of the Cooperative Extension Service staff have been employed on a basis which allowed them to work part or full time with the SWCD. The executive director of the Federation holds a nominal appointment in the Ohio Cooperative Extension Service as an agronomy specialist, but devotes full time to his work with SWCD. The Federation pays his salary.

The Ohio Federation of Soil and Water Conservation Districts initiated financial support of the annual statewide 4-H Conservation Camp at Camp Ohio in 1959.

The "Wildlife Packet" approach to establishing wildlife plantings in Ohio began in the Ashtabula Soil and Water Conservation District in 1959. The practice spread rapidly to many districts in Ohio. Extension personnel assisted in the educational work essential to adoption of this practice under the working agreement between the districts and the Ohio Cooperative Extension Service signed in 1949.

The Federation adopted and recommended to local districts a revised "Working Agreement" between the Extension Service and local Soil and Water Conservation Districts in 1963.

In 1967, recommendations went to Federal authorities in Washington for establishment of the first Resource Conservation and Development Project in Ohio. It involved Monroe, Belmont, Washington, Noble, and Morgan County Conservation Districts.

Other areas of cooperation between SWCD and Extension during the 'sixties include numerous conservation/beautification projects and many "Farm-City Day" programs.

#### Help for Food Merchandising Industry

Marketing and utilization of agricultural products constitutes the second category of program emphasis designated in project agreements with the Federal Extension Service. It is in this area of program content that Extension specialists carry on educational activities designed to help the food merchandising industry. Other efforts provide timely and useful information to consumers on food buying and utilization. Still others provide help to the producers in marketing farm commodities of all types.

Representatives of Ohio's food industry met at The Ohio State University April 9 and 10, 1962, for the second annual Food Merchandising Conference set up by Extension specialist in food merchandising, Vern A. Vandemark. More than twenty top industry representatives, including researchers and educational leaders in food wholesaling and retailing,

appeared as speakers. The theme was "Greater Profits Through Increased Knowledge."

By 1965 interest and participation by industry in this educational program gained such magnitude that those involved in the planning decided to arrange a separate conference for the frozen food segment. Two years later a third conference for the meat industry group came into being under the joint sponsorship of the food merchandising specialists and the animal science department of the College.

County Extension agents, agriculture, participated in district meetings for ASCS county personnel in December, 1965, to discuss procedures for handling the feed grain and wheat and cropland adjustment programs.

#### Farm Bureau Supports Extension

For several years prior to 1964, county Extension agents were guests each year of the Farm Bureau Cooperative Association at district meetings. Programs for the meetings alternated from year to year with Extension explaining its major program activities one year and Landmark explaining activities in which the cooperatives are engaged that are important to Extension programs on alternate years.

In lieu of these meetings in 1964, county Extension agents in agriculture and 4-H were invited by the Farm Bureau Cooperative Association to participate in a three-day tour to points of mutual interests in Indiana and Ohio. About one hundred agents participated.

The Ohio Farm Bureau Federation has been a long-time and staunch supporter of the Ohio Cooperative Extension Service. The organization gave particularly effective leadership to development of public understanding and support for the Extension Service during the mid-'sixties.

The Battelle Study and Report (See p. 66) resulted from the efforts of Farm Bureau leaders and their colleagues in some forty agricultural and related associations and organizations in the state which formed the Agriculture and Allied Interests Committee specifically to investigate the status and needs of the Cooperative Extension Service in Ohio and to recommend steps to bring the organization and its programs to the level expected by the citizens of the state.

The interest of the Ohio Farm Bureau Federation in the Cooperative Extension Service comes from the earliest days of Extension work. Farmer sponsorship of the first educational programs conducted by the pioneer county agricultural agents, forerunners of today's county Extension agents, agriculture, was an organized effort closely identified with the Farm Bureaus, which provided some funds directly to support the Extension program, and worked to secure financial support locally from other sources to supplement the money their own organization contributed for this purpose.

The Farm Bureau Federation has continued this leadership to provide support for Cooperative Extension work. The organization's leadership at the state level takes an active role every year in promoting interest in and support for the Cooperative Extension Service, particularly in contacts with the state legislature, with agriculturally oriented or related industry and business, and with other agricultural organizations.

A letter from the Ohio Farm Bureau Federation's executive vice president, C. William Swank, dated June 12, 1969, is a good example of this interest.





# OHIO FARM BUREAU FEDERATION, INC.

245 North High Street, Columbus, Ohio 43216 • Area Code 614 • 221-1141

June 12, 1969

TO: Cooperative Extension Service Staff:

In my letter to you of April 21, I promised to keep you informed of the action of the Ohio General Assembly as it relates to appropriations for Ohio's share of the total Extension's budget. I regret to say that the appropriation process has moved more slowly than anticipated, and so I will be unable to give you any definite or specific figures at this time; but do want to make you aware of where things stand appropriation-wise as of June 6, 1969.

You are probably aware that the major appropriation act---H. B. 31---passed the House of Representatives on May 7 and is now being considered by the Senate Finance Committee. This bill would have normally contained the appropriations for Extension, but this year this is not the case. All of the appropriations for education and research were removed from H. B. 31 by the House Finance Committee and are being incorporated into an educational package, H. B. 531. This educational package is in a subcommittee of the House Finance Committee and will be ready for full committee consideration just as soon as some important decisions are made in regard to the financing of secondary and elementary education.

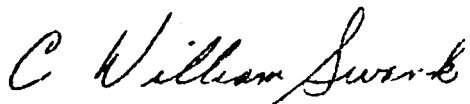
The original H. B. 531 was introduced as a supplementary appropriation bill for the purpose of appropriating some additional \$300 million for the biennium for both secondary and higher education to be financed by the at-one-time recommended gross receipts tax. Since any consideration of the gross receipts tax has been dropped, the only anticipated supplemental funds for education is the \$110 million for the biennium that has been made available by re-estimates of anticipated revenue from existing taxes, some reductions in the reserves and contingencies, and a further mark-up in liquor prices. Right now it appears that this \$110 million will have to be divided among those who originally expected to receive their share of the nearly \$300 million.

From frequent conversations with the Speaker of the House, with the Chairman of the House Finance Committee, and with individual members of the Finance Committee, plus the Administrative Assistant to the Chancellor of the Board of Regents, we have reason to be optimistic that Extension will

Cooperative Extension Staff  
6/12/69

receive a percentage increase greater than other areas of higher education or than secondary and elementary education. It is very doubtful if we will be able to get the full half-million the Director of Extension has indicated is needed over and above the \$651,000 biennial increase in the Executive Budget. We are, however, optimistic that we will be able to secure a sizable increase over the Executive Budget level.

Yours very truly,



C. William Swank  
Executive Vice President

CWS:nf

cpy: State Board  
OD's  
Regional Supervisors  
Staff  
County Presidents

### Many Other Groups Support Extension

The Ohio Council of Farmer Cooperatives is another organization which has, over the years, been actively interested in the Cooperative Extension Service's educational programs. In fact, many of the Council's programs involve Extension personnel, and its organization follows the lines of counties grouped around Extension area centers. The Council's district meetings in the spring of 1967 were held in Extension area centers.

Another example of the excellent support given Extension over the years is the publication of a brochure in 1969 entitled, "Investment in Tomorrow." This brochure outlines the capital improvement needs for the College. A committee independent of the College, composed of agricultural business leaders, prepared the publication for distribution to Ohioans to acquaint legislators with the College's capital improvement needs.

Extension staff have been involved traditionally in Farm-City Week activities since the inception of the program. This has continued through the 'sixties. County agents often serve on local and county committees to plan special Farm-City observances, and state staff members have participated in programs all over the state over the years.

### Rural Health Gets Needed Help

Starting well before the most recent decade, Ohio's Cooperative Extension staff has been closely associated with the state's rural health program. Land-use studies just prior to World War II indicated a need for education in health in rural areas of the country, including Ohio. It was a need for which Extension was well suited, and rural sociologists in Ohio quickly took up the challenge.

This work has continued through the 'sixties. Programs and activities in rural health in Ohio are coordinated by the sixteen-member state Rural Health Council. Representatives on this body are chosen from each of the ten Cooperative Extension Service areas in the state, which coincide with the ten Rural Health districts in Ohio.

Rural Health Council district conferences each spring and fall have the broad objectives of improving our educational understanding of personal, family, and community health needs, problems, and resources.

### "Cooperation with Others" Is Many Things

Extension administration, subject matter specialists, and county staff members are repeatedly confronted with requests for help and "cooperation." They occasionally get offers of help, too. Because of their very nature, these requests and offers must be weighed carefully before Extension personnel honors them. Usually, so long as the request concerns assistance in an educational program appropriate to the general objectives and in keeping with the over-all general purposes for which Extension exists, and providing the Extension personnel involved has time to include the requested assistance in his or her existing schedule, it is possible to cooperate.

Beyond this, the question often arises as to whether or not the Extension person involved should be merely a member, and advisor, an officer (secretary, for example) ex-officio, or otherwise.

In April, 1968, Director Roy M. Kottman enclosed with the "Green Letter"\* for each county and area Extension agent chairman a copy of a letter from Dr. Lloyd Davis, administrator of the Federal Extension

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\*"Green Letter" is a house organ prepared and mailed monthly by the administration to all employees of the Ohio Cooperative Extension Service.

Service, on the subject of our relationship with Community Action Agencies. Commenting on the administrator's letter, Dr. Kottman wrote, "We agree with Dr. Davis that it will be appropriate for Extension workers to serve as members, if requested, on Advisory Boards of Community Action Agencies, but that we should not serve as an officer on these boards."

#### Directions for the 'Seventies (or, Updating Scope)

In December, 1967, Extension staff and Ohio leaders offered opinions on directions they thought Extension emphasis and program development should take in the 'seventies.

Interestingly, opinions of Extension staff and non-Extension leaders throughout the state showed considerable consensus. For example, some respondents in both groups indicated heavy emphasis should be placed on working with farm families on highly specialized farms, other commercial farms, low-income farms, part-time farms, and retired families, in that order.

However, those in the two groups who felt some emphasis should be placed on work with farm families reversed the order somewhat, indicating least emphasis with highly specialized and other commercial farms and most with part-time and retired farm families. About the same number of respondents marked "heavy" and "some."

In all other categories -- rural non-farm, urban families, industry, and organizations and institutions - more respondents indicated they felt "some" emphasis should be put on working with such groups, than marked "heavy" or "none." And, opinions of both leaders and Extension staff followed generally the same trends.

With these results as guidelines, Extension should put top emphasis on working with agribusiness industry personnel, followed by organizations and institutions, rural non-farm families, urban families, the general public, and non-Extension professionals, in that order.

Looking at objectives upon which Extension might place program emphasis, Ohio leaders and Extension staff again showed significant consensus. Both groups rated increased effectiveness of the marketing/distribution system slightly higher than second-ranking optimizing development as individuals, members of families and communities.

Ohio leaders indicated assistance in social and economic development of other countries was the area in which Extension should place least emphasis. Ranking nearly as low in leader estimation were improvement of community organization, services, and environment, and the development of informed community leaders. Extension personnel rated lowest the improvement of community organization, services, and environment, and gave next lowest rating to assistance to other countries.

What influence these opinions will have upon the directions taken remains to be seen, but they give some idea of the thinking of Ohio people concerning the clientele and program emphasis toward which Extension should direct effort during the 1970's.

This was part of a national study conducted by the Extension Committee on Organization and Policy (ECOP).

A total of 191 Ohio Extension staff members and 105 Ohio leaders responded to the survey.

## Faculty Handbook Outlines Policy on Relationships

Continuing reappraisal of programs, accomplishments, and public response leads to frequent revisions in Extension's educational endeavors. This includes relationships with other groups, organizations, and agencies. As needs for change, particularly opportunities for improvement, appear, Extension administration has moved quickly to meet those needs. Policy on all such matters is stated clearly in memoranda of understanding and other official statements included in the Faculty Handbook for Ohio Extension Workers. As such agreements and policies change, all employees receive notice of the revisions. The Handbook is revised periodically to provide all personnel with a concise and readily usable reference on Extension operations.

Most recent step in this continuing process was the evaluation of opinion and suggestions from all Extension employees in the state concerning relationships with other groups, agencies, and institutions, and among themselves. From this study came a statement on objectives and recommendations to improve Extension's relationships with other groups (see Appendix III). This went to each member of the staff throughout Ohio to serve as a guide in program development and in the performance of professional duties.

## Educational Role with Economically Disadvantaged

Extension took on two challenging roles of responsibility working with Federal agencies in recent years. One of these was assumption of the job of advising, counseling, and training with Office of Economic Opportunity Community Action Committees. Many county Extension agents, home economics, worked with professional aides and local leaders and

with such groups as Head Start mothers helping them prepare for teaching and guidance roles for which they lacked training.

January 1, 1969, brought another somewhat similar aspect to the ever-widening sphere of activity for the home economics Extension staff. With advance notice of the coming added responsibility, the staff had prepared during the latter part of 1968 to help with an "Expanded Nutrition Program for Low-income Families." (See Chapter III, p. 44.)

#### Statistical Reporting Service Assistance

The Cooperative Extension Service makes considerable use of the Statistical Reporting Service data as an important source of information for program development, planning, and projection. The Statistical Service, from time to time, asks members of the Extension Service staff to help verify information and guide surveys to gather this information.

#### Curriculum Materials for Agricultural Education

Under policy established early in 1969, the College of Agriculture and Home Economics, the Ohio Agricultural Research and Development Center, and the Ohio Cooperative Extension Service assist those responsible for developing instructional materials and conducting in-service training programs for teachers of vocational agriculture. Guidelines covering the use of such resource assistance are reproduced in Appendix VI.

#### Career Counseling for High School Students

Early in this decade county Extension agents became involved in career counseling with high school students planning to attend college. Some of this is done with the students locally. In other instances, the agents help encourage students to attend career day programs in the College of Agriculture and Home Economics.



In late 1963 and early 1964, county agents assisted in arranging and holding county meetings with high school counselors so that they might visit with representatives of the College and become familiar with opportunities for students here.

Continuing pressure has led to efforts to strengthen this counseling procedure and to bring more and better students to the career days held twice a year on campus. Now, with the opening of the University College, students have the option of transferring to the College of Agriculture and Home Economics for their second and subsequent years of study.

This calls for additional counseling and guidance to channel students into this College.

### CHAPTER III

#### HOME ECONOMICS PROGRAMS

While general trends in administration and program development in the Ohio Cooperative Extension Service include and affect home economics education along with agriculture and youth development, there are some aspects of Extension programs in home economics that are more or less oriented toward women and, thus, deserve special citations in a history. We look at some of these in this chapter.

Home economics leadership drew on the experience of the county home economics agents and collected advice and opinion from members of the "home demonstration councils" in 1959 to develop the first projected program for home economics Extension. This underwent a revision in 1962, following further study of the suggestions obtained at the beginning of the decade and evaluation of additional directional signals noticed in the two succeeding years.

Key program direction indicators in the projected plans included:\*

1. Ease of transportation and communication have made the family mobile and aware not only of family and community pressures, but also of world pressures.
2. A change is needed in Extension's "community pattern of teaching."
3. Rural and urban families are becoming more alike in their living patterns, facilities, and standards.
4. There are higher levels of education for all.
5. Increased purchase of, rather than production of, products and services in the home has caused many changes in family living.
6. Extension needs more effective ways to reach young families, low-income families, and others in densely populated areas.
7. This area of Extension education includes all phases of living that affect the development of the individual and the family.

Following these indicators, Extension committees and workers defined major problems, established objectives, and recommended programs to meet the needs they had identified. Specialists in all home economics subject matter areas prepared programs suited to the situations thus described.

#### Programs Gain Breadth of Scope

This trend represented some slight change in direction, but more than that. Scope might be a better word to describe the concept growing

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\*"A Projected Program for Home Economics Extension," 1962, Cooperative Extension Service, The Ohio State University, Columbus, Ohio.

from the pooling of thought concerning program content and the kinds of educational experiences women asked for and incorporated into their projected plans.

Symbolic of the attitudes coming to the surface among women in Extension education programs over the state was the move to change the name of the advisory groups which had functioned since the very beginnings of Extension work in Ohio. Because of the nature of the teaching-learning experiences traditional in Extension work, these advisory organizations had gone by the designation, "Home Demonstration Councils." Not only in each county, but the state advisory group was known as the Ohio Home Demonstration Council and the states, in turn, were part of a National Home Demonstration Council.

In the beginning of extension work, home economics agents were called county home demonstration agents. Their work was aptly described as "teaching by showing," or by demonstrating how to do something. The groups of women with whom they worked, or whom they taught, were called Home Demonstration Clubs. Representatives of the several local clubs in each county comprised the County Home Demonstration Council.

Realization that the changing times brought a need for change in the methods of working with their audiences caused Extension leadership to take a serious look at its organization and programs. One element in the situation that was quite obvious was that the educational programs available through Extension offered much to a great many homemakers who, for one reason or another, had not, could not, or simply would not belong to Home Demonstration Clubs. Yet, the county Extension home economics agent had as much of an obligation to help such homemakers as she did those who belonged to the traditional "clubs."

In the autumn of 1963, the women decided to change the name to the Extension Homemakers' Council, with county, state, and national level organization. This, in a sense, reversed the initiating and the recipient aspects of Extension home economics programming. The homemakers in this way became more accurately the advisors and initiators, as they had been in actuality; while the professional home economists in Extension now were more suitably recognized as the source of educational programs -- as teachers, suppliers, program helpers, trainers, and counselors -- which the homemakers wanted and needed.

As this effort to key programs to audience needs continued, Extension home economics leadership, early in 1964, looked further at the changing audience which had made itself felt in the activities that led to other program changes mentioned. As Extension leadership studied this broad audience, several specialized interest groups stood out. Among these were "young homemakers," "homemakers employed outside the home," "low-income families," and "youth not in 4-H."\*

Another move followed shortly, with encouragement and support resulting from the report of the governor's committee to study efficiency in state government (see p. 64) and the subsequent Battelle Memorial Institute study and report (see p. 66). Several changes resulted in the total Extension setup in Ohio. Among them were several affecting the program in home economics education specifically.

Six Extension administrative districts replaced the four which had existed for many years. Home economics program supervision fell on the shoulders of three women who had been district supervisors, home

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\*Speech by E. L. Kirby at Homemakers Short Course, 1964.

economics. The three had two of the new districts each, and they received new titles, district program leaders, home economics, effective July 1, 1964.

Midway through this decade Mrs. Naurine Higgins came to Ohio to become assistant director of Extension and state leader of home economics. She succeeded Mrs. Loa Whitfield who had taken a position in another state and left Ohio Extension on April 30, 1964. Vivian Johnston, southeast district home economics supervisor at the time, served as acting state leader until Mrs. Higgins joined the staff on June 1, 1965.

By 1966 the many-faceted aspect of home economics Extension programs began to take on a consistency and form reflecting more accurately their true character. In a number of more or less formal statements concerning audiences, programs, Extension responsibilities and opportunities, state leadership outlined their concepts with a high degree of clarity.

#### Moves to Serve Additional Audiences

Extension became increasingly aware of the important segments of the total potential audience which were not being reached. More and more emphasis went into developing and utilizing all possible teaching methods to reach all types of Ohio families with subject matter from all home economics disciplines. Methods used included leader training, radio, newsletters, short courses, forums, workshops for special interest groups, correspondence and home-study courses, television series, and combinations of these methods.\*

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\*"Home Economics Extension Audiences," mimeograph distributed April, 1967, Ohio Cooperative Extension Service, The Ohio State University.

County home economics agents took on more responsibility for teaching, training local leaders and program aides, and advisory roles with additional audience groups. Supervisors, who in the reorganization of July 1, 1964, had become district program leaders, received a new designation in 1966 and became assistant state leaders, home economics. In this change, geographical lines no longer so specifically separated the state into work areas. Instead, Extension home economics became more subject matter and audience oriented, and the assistant state leaders began to serve statewide more as trainers and consultants.

#### Working Relationships with Specialists

At the same time, guidelines established procedures and policy on the educational assistance available from Extension subject matter specialists. They were available for both program planning and direct teaching, as indicated in the following statements:

1. In vacant counties home economics specialists will conduct two leader training meetings per year for the organized homemakers groups. The county may request these to be countywide meetings instead of leader training. County planning arranged by the county agent chairman is done with the assistant state leader, home economics and she will make the specialist contact.
2. New home agents need specialist help, both in planning for teaching and in actual teaching. The specialist may teach the leader training session so that the home agent can observe. These requests for specialist help should come through the assistant state leader, home economics.

3. Specialist help is always available for planning with home agents either in Columbus or specialist travel to the county. When a vacancy exists on the specialist staff, agents may be expected to travel to Columbus to secure assistance either from another specialist or from someone on resident staff.
4. Leader training is an accepted teaching method for organized homemakers groups. Specialists should not be teaching these leader training meetings for tenured, experienced agents unless the topic is very unusual and even then, agents should do part of the teaching.
5. Home agents should contact specialists directly, with a carbon of the letter to the assistant state leader, home economics. Sometimes agents ask the assistant state leader to make contact with specialists, particularly if agent or agents are working together on a program or travel schedule.
6. A specialist's first responsibility is to be sure that agents are up to date and well prepared to teach. This includes preparation of teaching materials by specialists as well as teaching outlines and bibliographies.
7. Specialists are encouraged to teach directly to groups of young homemakers, low-income homemakers, and professionals, especially home economists, but also professionals such as nurses and caseworkers. In such cases, the agent will also assist with the teaching.
8. Specialists are encouraged to work with agents to develop materials for the special audiences and to assist several times if an agent has an on-going workshop, especially if



the audience is a low-income audience. Materials are then available to other agents who may have a similar workshop planned.

9. Specialists are assisting agents with newsletters to young homemakers and/or to low-income homemakers.
10. Agents constantly need specialist help in planning and developing those programs that leaders can teach. Helping leaders to prepare to teach is an important segment of the home agent's job for which specialists can and do provide assistance.

#### Teaching Across County Lines

Because some county Extension agents, home economics were better prepared to teach in one subject matter field than in others, it soon became evident to Extension home economics leadership that more effective use of total staff talent would result from having the agents help each other. This led, in 1967, to multi-county groupings so that agents in adjoining counties might each choose an area of subject matter concentration and cross county lines to teach. This was another step along the road to innovation and change following the directional signals observed in the 1961 and 1962 period.

The year 1967 also brought new challenges to Ohio Extension home economics leaders in the allocation of what was designated as Title I money by the Federal government to cover travel costs for Extension personnel to conduct a series of money management seminars in this state. The series ran through 1967 and 1968. Mabel Spray, Extension specialist in family economics, served as project leader, with special

program help from other staff members in the training of professionals employed by other agencies, thus preparing them to assist in the dissemination of home economics subject matter to families with whom they worked.

### Special Work with Professionals

Broadening the influence of Extension education to include benefits to the professional home economists of the state came as a result of cooperation with the Ohio Home Economics Association in 1968 and 1969. Extension leaders and specialists provided teaching and training help in nutrition, child development, and the use of credit for professional home economists. Around three hundred women attended five seminars in the two-year period. The professionals indicated enough interest to justify projection into 1970, and possibly beyond.

A factor which exerted notable influence upon those responsible for Extension educational programs in home economics was the publication in November, 1966, of a guide to program development prepared by the Home Economics Subcommittee of ECOP (Extension Committee on Organization and Policy) of the American Association of State Universities and Land-grant Colleges. The publication, under the title, Focus, delineated five areas of national concern. The committee proposed "the problem approach" as a possible method of program development. The areas of concern are: Family Stability; Consumer Competence; Family Health; Family Housing; and Community Resource Development.

Actually, this ECOP publication, representing the judgment of top Extension educators of the country, lent important support to the efforts of Ohio Extension leadership in building upon the groundwork laid in 1965

in long-time program plans developed by each county and the five-year goals established at the state level for over-all Extension in 1966.

County home economics committees developed all over Ohio beginning in 1966. These included professional home economists as well as homemakers. They augmented the support of the County Extension Homemakers Councils, by helping to implement the long-time programs.

Drawing on all this background of thought and guidance, the task was to relate programs to the five general areas of concern listed in Focus to the four newly identified audience groups, and add this to the on-going program with the already established audiences. Next step was to fix goals and plan the work program to reach them.

#### Five-year Goals Fix Program Directions

This resulted in ten program goals to be reached by 1971.

1. To increase the understanding and improve the performance of fifty thousand young, employed, or low-income homemakers in the use of credit and the principles of money management.
2. To help one hundred thousand young parents, low-income parents, and unemployed parents improve their understanding of children as related to the developmental stages.
3. To improve buymanship abilities of one hundred fifty thousand young families, low-income families, families of employed homemakers, and youth through providing information regarding food, clothing, equipment, and furnishings.
4. To teach twenty-five thousand young homemakers, employed homemakers, low-income homemakers, and youth skills related

- to general homemaking, including clothing construction, care and renovation, food preservation, and food preparation.
5. To encourage one hundred thousand young homemakers, low-income homemakers, youth, and employed homemakers to expand their family resources through recognition of, use of, and contribution to appropriate community resources.
  6. To improve abilities of fifty thousand young homemakers, low-income homemakers, and employed homemakers in planning, preparing, and serving economical, nutritious, and attractive meals for their families.
  7. To teach two thousand employed homemakers to apply principles of time management and work simplification to household tasks.
  8. To teach three thousand low-income homemakers and youth the basic skills and processes in household organization and care.
  9. To provide for one thousand youth leadership and citizenship training for community participation to prepare them for group education in family living.
  10. To explore career opportunities with five thousand youth, including an understanding of job selection, training needs, educational background, and other opportunities in business, home economics, and other career areas.

#### Joint Appointments Bring Greater Unity

In the later years of the decade all Extension work was strengthened professionally and greater unity between the College, Extension, and the research staff at the Ohio Agricultural Research and Development Center resulted from the increased number of joint appointments. Many Extension

staff members also teach part time or carry on research part time. Similarly, a considerable number of College staff who previously engaged in only classroom teaching and/or research now carry part-time Extension appointments and go into the field as Extension subject matter specialists. This is true in home economics as it is in other areas of Extension work.

However, in home economics perhaps more than in some other disciplines, this concept has broadened to bring about an integration of programs across subject matter lines. This has resulted in sort of a lateral growth to expand the subject matter base, or foundation, for programming needed to support the continuing vertical development and give the entire structure in home economics Extension greater stability. A specialist in family development and management joined the staff in September, 1967, whose background of training and experience gave the Ohio Extension home economics program this dimension.

Extension leadership anticipates employment of specialists qualified in other combinations of subject matter in the very near future.

#### Home Economics Staff Contributes to 4-H Effort

The on-going work of the Cooperative Extension Service in Ohio includes front-line support for 4-H Club and older youth work. This effort is well illustrated in the statewide subject matter training provided for 4-H advisors, stressing one home economics subject matter area each year:

1965 - Clothing;

1966 - Nutrition;

1967 - Furnishings;

1968 - Management;

1969 - Clothing

#### Statewide Leader Training

Somewhat similar educational programs for homemakers have been conducted in statewide training for leaders in safety (1966 and again in 1969), international programs (1967), citizenship (1968), and mental health (1969). These are conducted on a county or area basis, with some 700 to 900 women taking part each year.

This kind of educational endeavor often produces side benefits, or has side effects which reach quite beyond the bounds of actual responsibility or even of effort on the part of the Extension personnel involved. The women -- homemakers and professional home economists and others participating in these training programs and in the teaching-learning experiences that follow in which they serve as trainers for their neighbors and friends -- often initiate activities to generate interest and give their programs purpose.

In 1968, those participating in the citizenship training sessions promoted the idea of Ohio beautification which led to Governor Rhodes proclaiming the period of May 18 to 24, 1969, "Beautification Week for Ohio Homemakers."

Those taking part in the international programs training promoted a fund-raising campaign, collecting \$1,500 which they sent to the University of Udaipur, Rajasthan, India, to purchase laboratory materials for the new home science school plus several hundred dollars to finance scholarships for women to come to The Ohio State University to study home economics.

### Homemakers' Short Course -- Campus Days for Women

Homemakers' Short Course, begun in the mid-'fifties, proved a popular annual "vacation with an education" for Ohio homemakers for fourteen years. From 1956 to 1968, 4,396 women came from every corner of the state to attend "classes" in all aspects of home economics and in a variety of "extra-curricular" activities. They heard outstanding speakers from many fields of interest to homemakers. Usually, the Ohio Home Demonstration Council held its annual business meeting in conjunction with the Homemakers' Short Course.

As planners considered possibilities for the 1968 renewal of this program, the idea of broadening its appeal led to a combination of Homemakers' Short Course -- Campus Days for Women. This program received favorable response from professional home economists as well as from homemakers. The concept gained support and with the additional possibility of alignment with The Ohio State University's newly strengthened continuing education program, planners gave the venture the new name, "Campus Days for Women," in 1969. This step, it is hoped, will give the endeavor greater appeal to professional home economists and others interested in home economics education as well as full-time homemakers.

### Cooperative Extension Assists Low-income Families in Ohio

In almost every one of Ohio's eighty-eight counties, county Extension home economists are teaching homemakers from low-income families how to become better homemakers. Here's a brief look at some recent work with these families.

The Extension home economists helped some homemakers make better use of commodity foods and plan inexpensive, nutritious meals for their families. The home economists taught homemakers how to select, care, construct, repair, renovate, and fit clothing to improve personal appearance, grooming, and self-confidence of all family members.

In Cleveland, the Metropolitan Housing Authority provided a demonstration apartment and money for furnishings to show how an apartment might be made more comfortable through well-chosen furnishings. Agents helped residents of the housing units construct slip covers and draperies and select furniture.

In Cincinnati, the home economics agent gave personal grooming pointers to young women being trained for employment with funds from the Economic Opportunity Act. She also taught family money management and nutrition to groups of women with very limited incomes.

In Allen County, the home agent worked with personnel from a settlement house.

In Pike County, the home economist made many home visits to identify the housing problems of some low-income families. She helped homemakers improve food storage and general housekeeping skills.

In Union County, the home economics agent worked closely with the local CAP group. She developed plans for a mobile teaching unit to take educational programs throughout the county wherever the poor happen to live.

In Licking County, the home economics agent informed other agencies about current Extension programs for low-income groups.



Many Extension home economics agents held nutrition schools or management schools for ADC mothers. Parents of youngsters enrolled in Head Start Programs were involved in classes on child care, nutrition, and developmental needs of young children.

Home economics agents look to Extension specialists in the School of Home Economics at The Ohio State University for specialized knowledge. Locally, the home economics agent develops her program with the help of planning committees whose members are concerned with educational programs for families. She works with other agencies and organizations to identify family problems, to locate audiences, to motivate homemakers to participate, and to measure progress of the homemaker and the program.

In her work with families, she may help them learn what resources are available to solve their problems. Her chief concerns are to assist each family member to reach his own potential and to help the family see its place in the larger community.

The Extension home economist is in great demand in the local community to help families with shopping, with credit purchase, with personal appearance, and many other problems. Home economists welcome these requests and are anxious to help communities meet the "test of our times."

#### Expanded Nutrition Programs

For a six-month period beginning January 1, 1969, the Ohio Cooperative Extension Service received funds from the Consumer Marketing Service of the U. S. Department of Agriculture to expand the nutrition education program with low-income families. The funds were used to employ nutrition aides and to take care of travel, teaching materials

and supplies, and fringe benefits for these aides (sub-professionals who are generally qualified to do such educational work, but require either refresher course work or specific subject matter training to bring them up to current prevailing standards for performance of the duties involved in advising, teaching, and counseling with low-income homemakers and their families on food and nutrition and on food buying).

The primary focus of the educational efforts of the nutrition aides is to help all low-income family members improve their nutritional quality and adequacy of their diets by working with the individual families in such areas as meal planning, food selection, and food preparation.

Approximately 130 nutrition aides were employed and had completed their initial training, visited over 1,300 families, and were working with about 550 of these families by March 1, 1969.

## CHAPTER IV

### 4-H CLUB WORK IN THE 1960'S

The Ohio 4-H Club program reached new heights of achievement in the 1960's. The 1968 enrollment was 99,570, an increase of 15,500 in the past ten years. Factors accounting for this growth included improved 4-H projects for urban youth, and a concerted effort by Extension workers to promote these projects and experiences among prospective members, particularly non-farm youth.

Enrollment of rural non-farm and urban 4-H members increased from 35,637 in 1958 to 57,326 in 1967. Some of the newer projects offered were saddle horse, veterinary science, entomology, conservation, home furnishings, money management and family life.

Awareness teams consisting of junior leaders were trained by Extension agents to present specially prepared slide programs and other contacts promoting 4-H among prospective members and parents of youth between 10 and 19 years of age.

In this ten-year period, H. W. Harshfield retired in 1961. At that time, Albert F. Gehres became assistant director and state leader, 4-H. Richard Young assumed the duties of associate state leader. Assistant state leaders include Bea Cleveland, Virginia Evans, Fred Bruny, Clair Young, and Duane Lau.

It was in this period also that A. B. Graham, founder of 4-H Club work in Ohio, died at the age of ninety-two.

#### 4-H Advisor Training Emphasized

The 4-H educational objectives and goals identified in the 1966-1971 plans could not be achieved without trained voluntary 4-H advisors and junior leaders. As the 4-H membership increased, additional advisors and junior leaders were recruited and trained. While membership increased 15,500 in the past ten years, the number of additional advisors and junior leaders increased by 6,500. The younger half of the 4-H "back up" team, the junior leaders, provide support and assistance to the adult club advisor, but, more important, they are making up the nucleus of the adult advisors of tomorrow.

Studies conducted in the mid-'sixties in preparation for achieving the five-year goals by 1971 re-emphasized the need for more intensive training of the 13,500 advisors and 9,500 junior leaders.

Starting in January, 1963, area 4-H agents assisted the county staff in planning advisor training meetings to meet the needs of the expanding 4-H program. Appointed to the first area 4-H agent positions were: Thomas McDonough, David Jenkins, Melvin Krill, James Marquand,

Ivan Archer, Larry Rhonemus, Ralph LaRue, and Gilbert Atkinson. The first statewide advisor training workshop was held in Columbus in March, 1965. Nearly 500 4-H advisors and agents participated.

In 1966, the state 4-H staff changed from district assignments to statewide responsibilities. In these new roles and with the help of nine area 4-H agents, nearly 20,000 adult advisors and parents received training in 1966. The training experiences included color slide presentations, skits, discussions, workshops, tape recordings, and demonstrations. One in-depth area school provided up-to-date subject matter and training to 300 experienced advisors.

Another example of training was a six-hour program for home economics 4-H advisors presented in 12 locations, where a total of 850 home economics advisors learned skills of applying principles of color and design to 4-H clothing, home furnishing, and home decorating projects.

#### Youth Development - Career Exploration

The 4-H Club program emphasized project work in agriculture, home economics, and related subjects in which the professional Extension staff was qualified to provide leadership and educational materials. The primary objective has been to help youth ten to nineteen years of age become responsible citizens. This objective was broadened through the efforts of Ohio State professors Edgar Dale, W. W. Charters, and Ralph Tyler. From the time A. B. Graham organized the first club in 1902 to 1968 when Ohio had 5,568 local clubs, the voluntary, informal, out-of-school approach has supplemented the formal schooling through the organized

4-H club. The 1960's have brought more new challenges to young people than at any time in the history of the state. They are expected to learn more during the compulsory twelve years of education. They are crowded closer together as population increases; they have more peer groups, as well as more living parents and grandparents to influence their lives. They are a part of a society where one-fifth of the population moves annually.

In preparation for a five-year plan of work to cover the 1966-1971 period, resource development committees were organized in all eighty-eight counties. These representative leaders with the help of the professional Extension staff objectively identified the total needs of their counties, with youth concerns being a very important element of the study.

Over the years, the "learning by doing" program of 4-H has caught the imagination and interest of more and more boys and girls. The project approach has continued to be the core of the family centered Extension youth program. Within the last decade, more members have been looking beyond the traditional projects of livestock, clothing and nutrition to projects in business, teenage discussions, good citizenship and applied science. Through such projects, they have seen future career opportunities for which they are preparing.

Career exploration through tours, camps and special events planned by advisers and area 4-H agents have given junior leaders and older 4-H members a glimpse of career opportunities in the adult world. As an example of interest in career exploration, 400 young people took part in a 4-H Science Career Day in 1967 at the Ohio Agricultural Research and Development Center in Wooster. This has become an annual event since 1967. Other events where career exploration has been built into

the program have been the Ohio 4-H club congress, 4-H club camps, college career days and special youth and science programs. Since 1960, each county has designated two Extension agents to give leadership in career guidance. The county and area 4-H staff has been quite successful in working with high school guidance counselors and other professional people in related career exploratory endeavors.

#### Service To Others Above Service To Self

"Good citizenship starts at home." Examples given in the 1965 Annual 4-H Report were: "baking 2,000 pounds of cookies for American fighting men in Viet Nam.. "; "cleaning up debris from the destructive Palm Sunday tornadoes"; "helping to beautify farmsteads and city parks..."; "preparing food gifts and entertaining residents of the county home for the aged" and "volunteering as readers for the head-start program..." The above examples of community service activities were typical of 4-H club work in 1965.

In 1968, a new 4-H TV action club aimed at fourth, fifth and sixth graders featured a program of emergency preparedness and was carried as a public service by television stations in nine different counties. In one year, it provided training to 6,400 boys and girls. Over 230,000 study guide booklets were distributed by these young people and in cooperation with the schools.

The major efforts of the 4-H citizenship program were to help young people realize that citizenship is something young people practice daily as individuals as well as by groups.

Through the efforts of the Ohio 4-H Foundation, all counties sent

delegates to the national Citizenship Short Course. The total principal of the 4-H Foundation in 1968 was over \$270,000. The interest, which amounts to \$16,000 each year provides funds for advisor training and recognition, 4-H Club Congress, leadership trips, and the international farm youth exchange program. Added emphasis in health education comes through nutrition and dental hygienists at 4-H camps and special study guides published in cooperation with the Ohio Department of Health.

The "learn by doing" spirit of 4-H was not only a characteristic of the first 4-H Club; it has been a strong underlying thread of influence for nearly seventy years in Ohio and all the fifty states, which in 1968 had a total U.S.A. enrollment of two and one-half million boys and girls. It reported one million 4-H clubs live in Ohio or one out of every ten people. The symbol of the green and white clover has been used throughout the world. Currently 250 varieties of the clover emblem are being used among youth groups around the globe. In 1969, there were seventy-four different countries in the world using the 4-H type of organization. Every continent on the globe is represented by these organized youth programs with an enrollment of 4,100,000 youth.

#### Expansion of the IFYE (International Farm Youth Exchange Program)

It is difficult to compare the programs or the growth of youth programs of one continent with another. Each program is adapted to the culture, traditions and needs of youth of that land. The success of 4-H or similar types of organized youth groups uncovered a need for a two-way exchange between countries. The IFYE idea was an outgrowth of World War II. Supporters of the idea reasoned that if people of different



countries were given the opportunity to get acquainted with their world neighbors cultural barriers and misunderstandings would be overcome.

In its short life of twenty years, the IFYE program has gained considerable support from national donors, the Federal Extension Service and voluntary contributions from clubs, individuals, service clubs and businesses. IFYE is sponsored by the National 4-H Foundation and administered by the Cooperative Extension Service.

#### IFYE Contacts Are World-Wide

The IFYE idea fell on fertile ground in Ohio. A statewide IFYE committee whose purpose was to co-ordinate the efforts of three student organizations was formed at the outset and has been very active over the twenty-year period. Advisors to this committee included John T. Mount, now Vice President for Student Affairs of O.S.U., and since 1953, Beatrice Cleveland, Assistant State Leader, 4-H. This committee has proven to be a strong force behind the Ohio IFYE program. County Extension agents have assisted in locating host families and scheduling IFYE delegate talks with civic groups and many other interested audiences throughout the state.

These "Grass Root Ambassadors of Good Will" have reached 50 different countries and 249 inbound exchangeees from 59 countries have participated in the program to date. Including the year of 1968, Ohio has sent 110 delegates to 50 different countries. Inbound exchangees have lived with 701 different Ohio families representing all 88 Ohio counties. In the calendar year of 1968, there were 419 different organizations and individuals contributing money to the IFYE program. The participating families have accepted the inbound exchangees as family members for an approximate three-week period. The cultural exchange has enriched the lives of the youth delegates as well as all

the members of the families which these young people (ambassadors) have contacted. Language barriers have also crumbled in the process.

An Ohio budget of \$7,200 per year is obtained from contributions from individuals, civic and church groups, farm organizations, and many organizations that have scheduled IFYE delegates as speakers. About two-thirds of the cost of the exchange program has been provided by national donors, individuals and corporations contributing to the National 4-H Foundation.

## CHAPTER V

### COMMUNITY RESOURCE DEVELOPMENT

Community resource development is a means of helping a community arrive at group decisions and take actions to enhance its social and economic well being.

More and more recognition is given to the fact that "community" concerns of Ohio's citizens are equally important to both farmers and non-farm residents. During the last decade, community development programs in Extension have become more specifically defined so that now literally every county is identifying some work in community development.

Throughout the history of Extension, public and community concerns of Ohio's citizens have demanded attention. One example of this is the community institute program which came into being as "Farmers' Institutes" as a result of legislative action in 1915. In the past decade, further emphasis has been given to community leader and public education as part of the total Extension program. In 1962, a state leader in community development was appointed.

Community development is an important aspect of resource development and public affairs which also includes:

Soil and water conservation

Forestry production and marketing

Outdoor recreation, tourism, natural beauty, and wildlife

Environmental improvement

Pesticide safety and emergency preparedness

The National Rural Development Program initiated in 1955 involved the Cooperative Extension Service educationally from the outset. A state committee coordinated activities and programs in Ohio. Late that year, Director W. B. Wood called this committee and other state leaders in rural development together to discuss selection of two pilot counties for National Rural Development Programs in Ohio.

As an outgrowth of this meeting, Guernsey and Monroe Counties were designated in 1956 to give increased attention to community development, or resource development as it was called then. Howard Phillips became community development Extension agent in Monroe County and William Miller, in Guernsey County.

In 1960, the pilot county program was expanded and the work progressed on an areawide basis. One area consisted of Monroe, Belmont, Washington, Noble, Morgan, and Guernsey Counties. The second included Meigs, Athens, Jackson, Gallia, Lawrence, and Vinton Counties.

In 1963, area resource development agents were located in each of four areas in the Appalachian Plateau Region of Ohio. Later, when area centers were established, community resource development became part of each area center program throughout Ohio.

### Comprehensive County Plans Evolve

These programs depend heavily on county staff along with area and state staff assistance. In 1965, each county agent in Ohio provided the necessary leadership to help community leaders prepare long-time comprehensive county plans. Leaders from every county assisted in exploring their local situations and developing objectives that would meet best the needs of the county. These were not plans to be used by the Cooperative Extension Service only, but rather those around which many organizations in the county and state could concentrate attention.

For example, one of the findings of the study committee in Seneca County was a recognition of the need to consider planning and zoning. The resource development committee initiated a series of meetings in March, 1966, to help residents become better acquainted with the situation and alternatives available relative to planning and zoning. County leaders were informed about the procedures necessary to establish a Seneca County Planning Commission.

The Erie County Planning Commission recently held a one-day workshop to explore the opportunities for developing private and public recreational facilities in the county. The Extension Service helped to organize the program and furnished resource staff to assist with the teaching.

During 1965, the Extension Service provided help to a large number of counties in developing county and multicounty organizations to assist with the program resulting from the Economic Opportunity Act. Component project proposals were prepared and submitted for approval. County Extension agents in seventy counties reported that they provided some organizational assistance to local leaders during the year.

Early in 1966, both national and state "Resource Development Newsletters" carried the story of the successful development of a Guernsey and Harrison County Cooperative to bring about improvement of pastures in the two counties. This activity required concentrated organizational attention. It resulted in

a \$50,000 Economic Opportunity Loan, through the Farmers' Home Administration, to Guernsey-Harrison Grasslands, Inc.

More than eighty farmers joined in this venture in the initial stages. Their cooperative has purchased a bulldozer, truck, and heavy seeding equipment.

The Extension Service coordinated the project and conducted important educational sessions. One of the area Extension resource development agents served as a liaison person with the many USDA agencies actively involved in the project. It is estimated that about two hundred families will be able to improve their grassland and woodland as a result of the cooperative.

An Ohio Rural Beautification program was launched soon after the beginning of 1966. The aim of this program is to improve the economic base of our rural communities by helping them become more attractive to business, industry, and home owners. Guidelines and other literature to assist county extension staff have been sent to them.

A broadly based state advisory committee consisting of thirty-nine different organizations was formed to conduct the rural beautification program. County advisory committees will spearhead the program at the local level.

County and area Extension agents and state poultry specialists and agricultural economists have begun a study in the McConnelville area to determine the feasibility of locating a poultry processing plant there. Such a plant would provide more than two hundred jobs.

Activities such as these require many hours of staff time, but they are worthwhile when specific community improvement is evidenced. Those projects that have not materialized quickly have furnished agents an opportunity to teach and work with outstanding leaders in rural communities.

In 1961, W. B. Wood, director of the Ohio Cooperative Extension Service, called a meeting of state leaders to discuss area redevelopment and to formally organize the Ohio Rural Areas Development Committee.

This committee has been functioning since that time. The primary aims of the committee are:

1. To serve as an information center;
2. To establish and maintain liaison with State, Federal, and other agencies;
3. To work closely with USDA agencies -- Technical Action Panels (TAP group);
4. To make suggestions and proposals regarding programs that could be considered by the total group.

#### Identify Priority Community Problems

During 1967-1968, thirty-one community development seminars were held involving over two thousand top community leaders in thirty-five counties throughout Ohio. These two-day seminars were locally planned to provide community leaders with background information and assistance in identifying further the priority community problems that were impeding development of the community. Added attention will be given to providing follow up to this effort in the immediate future. These seminars provided the "handles" on which top priority specific community projects can be secured.

Follow up to these seminars will take many forms, among them establishing and working with community development planning groups made up of community influentials.

Examples of the types of information brought to community leaders through the seminar program include:

Comprehensive community planning

Providing job opportunities

Providing vocational training for youth

Sewer facility development

Meeting resistance to change and complacency among community  
leaders

Water facility development

Recreation facility development

Rural zoning

Solid waste disposal

Watershed development -- flood plain management

Financing community development



CHAPTER VI  
REFLECTING THE CHANGING TIMES

In his regular column for the Extension Service News for January-February, 1959, Director W. B. Wood referred to that year as "the year of decision for Ohio people". He added, "The decision will determine the extent to which Extension will continue to adjust forward in keeping with the changing times."

Director Wood pointed to the disparity between Ohio's appropriation of ten cents per capita for Extension work, and the forty-two cents subscribed by neighboring states. He stressed the need for additional funds to meet the demands from farm people of the state for educational assistance through the Agricultural Extension Service, as it was then called.

In considering the question of where such funds should come from, Mr. Wood noted that at the time 51 percent of Ohio's Extension funds came from federal sources, 25 percent from the state, and 22 percent

from the counties. Of the 51 states and territories of the United States, Ohio ranked 6th in percentage from federal sources, 47th from state sources, and 20th from counties.

### Challenges Facing Education in a Changing Society

Dean Roy M. Kottman, speaking at the annual Extension conference in October, 1960, said, "Education is the touchstone of progress." He expressed concern over the "tremendous drain on our time and energies that must be spent in organizational work as compared to teaching," adding "Our job is education."

Dr. Kottman suggested that Extension workers have a serious challenge in the demands on their time for a multitude of other activities that leave them little or no time for teaching; that they need to make a determined effort to obtain refresher courses, to up-date themselves, to become more highly competent professionally; and that they need to see in agriculture a field of opportunity not only for themselves but for the youth of the day who are seeking challenging careers which can be meaningful and provide opportunities for worthwhile contributions to society in a time of change and progress.

### Extension Sets up Area Educational Centers

August, 1960, brought the announcement from Director W. B. Wood that Extension educational programs in resource development, marketing, and farm and home development would soon be under way in six areas of the state. An area Extension agent was to conduct each program.

Plans called for three new resource development areas in southern Ohio. Two of these were outgrowths of pilot programs in the National

Rural Resource Development Program which had been carried on the previous five years in Monroe and Guernsey Counties.

William R. Miller, who had been working in Guernsey County, was named area agent in resource development for Meigs, Gallia, Athens, Jackson, Vinton, and Lawrence Counties. G. Howard Phillips, Monroe County Extension agent for resource development in the pilot program, became area agent for Guernsey, Noble, Morgan, Washington, Monroe, and Belmont Counties.

The third area, for which no agent had yet been selected, included Clermont, Highland, Pike, Brown, Adams, and Scioto Counties.

The first area program in farm and home development was in Williams, Paulding, Fulton, Defiance, and Henry Counties. Karl Clemons, who had been serving as county Extension agent, farm and home development, in Williams County, became area agent.

The state's second area marketing program was set up in Butler, Warren, Hamilton, and Clermont Counties. Wallace Dunham, who had been regional Extension specialist in consumer food marketing at Cincinnati under a three-state program which had ended early in August, 1960, became the area agent at Cincinnati serving the four counties.

The first area marketing program in the state had been established in November, 1959, with R. Richard Howard as agent for a four-county area embracing Cuyahoga, Summit, Stark, and Portage Counties.

#### Sponsor Program Development Workshops

On March 18 to 20, 1963, all of Ohio's county Extension agents attended a program development workshop which was the fourth in a series

of similar sessions for Extension personnel starting with the supervisory and administrative staff. Purpose of these workshops was to give all Extension employees guidance in program development and planning to bring about better coordination and purpose in our educational endeavors from the county on up.

A 55-page report of the county agents' workshop ended in this summary:

1. Experience has shown that progress is made most rapidly when a well-thought-out plan of action is developed and followed.
2. Effective Extension programs do not just happen, they have to be built -- by design and not by hit or miss.
3. We must discover and prepare the way for action which is most important -- a guide for determining priorities as to how we use resources. A planned program is that to which we commit our resources.
4. If we are to control our destiny in Extension education, a good job of planning is essential. Planning is the heart and soul of Extension operations.
5. The quality and quantity of educational results attained by the Extension Service are in direct ratio to the quality of staff and the thoroughness and skill with which the staff, with the help of representative leaders develops and executes an Extension program.

This set the stage for another program development workshop October 29 to November 1, 1963, to consider long-time county program plans. Those

making preparations for this session urged that such plans should (1) Indicate the directions in which effort should be exerted by all groups to solve the most important problems within the county; and (2) Serve as a guide to each group so they could decide "what they could contribute with an available resource to attain the long-time county objectives."

Much of the emphasis went on a "Resource Development Approach" to long-time county program plans. A six-part 27-page discussion guide provided a basis for the deliberations. At the close all participants were handed a suggested time-table to use in implementing the steps suggested for a well-written long-time county program plan by May 31, 1965.

#### The Little Hoover Commission

In 1963, Governor James A. Rhodes instigated a study of all branches of state government, including state supported institutions of higher education, to determine if anything might be done to make them more efficient. The nature of the study and the manner in which it was conducted drew a predictable reaction from many of the institutions and agencies and resulted in a widespread reference to the investigating group and its recommendations as "The Little Hoover Commission Report."

The Commission made nine general recommendations regarding The Cooperative Extension Service. In summary, these recommendations were:

1. Discontinue Extension Service activities in all urban areas.
2. Discontinue all functions which are available from private business.
3. Discontinue all projects not contributing directly to the economic effectiveness of rural families.

4. Reduce the county agents to a maximum of two per county.
5. Rezone the state into six districts and reduce the number of supervisors to one per district.
6. Reduce the number of Extension specialists to the equivalent of fifty full-time people.
7. Reduce the number of clerks in conformance with the work load.
8. Eliminate duplicate participation in both State and Federal government retirement plans.
9. Transfer area resource development activities to the Department of Development of the State of Ohio.

Early the following year, the state director of finance inquired about steps taken to follow through on the recommendations. In the "Green Letter" February 11, 1964, Acting Director E. L. Kirby disclosed that he had filed a report stating essentially (1) our intent to implement changes in the dual retirement system and the supervisory districts, and (2) the need for more careful study and analysis of all other recommendations before taking further action.

#### Agricultural Industry Leaders Sponsor Study

Concurrently with the "investigation" by the "Little Hoover Commission", Extension leadership had endeavored to determine the interests and wishes of the agricultural industry concerning Extension educational programs. This found support in the leadership of a large number of farm organizations and agricultural industry groups. Plans developed for a private study of the Ohio Cooperative Extension Service under the initiative and sponsorship of this group of leaders who took

the name of The Agriculture and Allied Interest Study Committee. They arranged for financing and employed the Battelle Memorial Research Institute to design and conduct the study. The report was completed by the end of August, 1964. It was made available to members of the Extension staff for review and study. At Annual Conference that fall, and also at the annual meeting of the State Extension Advisory Committee, the report received critical consideration by the total Extension staff and cooperating farm leaders in the state.

The substance of the Battelle study report was summarized by the three men who conducted the study. The report filled 100 pages 8½ x 11 set in single-spaced type-script and multilithed. It was well documented and thoroughly manuscripted by the authors. Every aspect of the report itself lent it dignity and authenticity. It was well accepted.

#### Battelle Study Suggests Changes

The Battelle study report contained several recommendations for change in the organization or operation of the Extension Service. These included specific changes concerned with (1) maintaining the desired public image of Extension; (2) providing a more timely and more specialized service; (3) initiating certain programs at the state level of Extension; (4) providing more specific and clear-cut policy guidelines to Extension workers; and (5) initiating experimental projects in different methods of communications, different structural arrangements, and the like, that might improve Extension operations.

Recommended general changes included (1) appraising the purpose and objectives of the OCES; (2) creating a long-run plan of development for

Extension; (3) closer association with the University; (4) making available the total resources of the University to local communities; and (5) establishing a Continuing Education Extension Division of the University.

A number of the suggestions made in the Battelle report lent support to plans already under consideration by Extension leadership. Others found ready acceptance. All seemed highly pertinent and reasonable and desirable, providing some means of implementation could be effected.

Cataloguing and cross-indexing against the Battelle study recommendations all the steps, programs, and activities undertaken in Extension since mid-1964 would require long and painstaking concentration, but as one reviews reports, memoranda, records, and other communications of the last five years, he can identify readily the relationship of many of these events to the suggestions in that study report.

#### Adjusting to Changing Needs

One of the most far-reaching steps taken almost immediately upon release of the Battelle report was the result of a very serious "self-examination" type of operational evaluation which Extension administration had been engaged in for several months. The Battelle report recommendations gave needed assurance that Extension leadership was thinking in the right direction. This gave impetus to the move. Consequently, by December of 1964, Extension administration was ready to announce a "Reorganization Plan for the Ohio Cooperative Extension Service" for the purpose of "Readjusting Extension Resources to Meet Changing Needs."



### Goal Is Twelve Area Centers by 1970

The main features of this plan were (1) establishment of twelve area Extension centers by 1970, or sooner if possible; (2) dependence upon county funds for substantial help in supporting employment of each Extension agent over two; and (3) readjustments in the number and kind of state Extension specialists according to changing needs and available finances.

Chapter VII covers many of the details of subsequent staff reorganization and administrative and operational change.

Generally, it can be said here that the area center concept which was proposed in the December announcement came into operation soon after the beginning of 1965. It was recognized at once as a new educational tool well adapted to meeting the challenge of today's technical and highly specialized agricultural industry.

Area programs to meet changing needs resulted more readily from area agents being located in close proximity to the farmers who needed and wanted their help. Area agents were more highly trained in specific subject matter fields and functioned more nearly at the level of subject matter specialists than county agents had ever been able to do with all the demands placed upon their time for performance as "generalists".

### Extension Fixes Five-Year Goals

Following the Battelle report recommendation to provide more specific and clear-cut policy guidelines to Extension workers, the total Extension staff participated in a series of exercises during the year 1965 which resulted in formulation of a series of program goals for the next five

years. These were seminared at Annual Extension Conference, refined and put in final form and presented again at state Extension staff meeting December 6, 1965, and at the annual meeting of the State Extension Advisory Committee on December 8, 1965.

Extension administration discussed ways and means of achieving these goals at the six district conferences in February, 1966, for officers of county Extension advisory committees.

### The Challenge of Change

In the "Green Letter," July 21, 1964, Dr. Roy M. Kottman wrote:

"This is my first opportunity since becoming director of the Cooperative Extension Service to express to all members of our Extension family the sense of co-mingled humility and pride I feel in having been entrusted with the responsibility of helping to guide the destiny of our off-campus educational activities in agriculture and home economics. The challenges of the future are indeed formidable. They will require the best of which we are capable."

Two years later, after release of the Battelle study report and a concerted effort throughout the Ohio Cooperative Extension Service to adjust to the challenges posed by both the Governor's earlier investigation and the Battelle study, and to the constant self scrutiny of the Extension organization itself, Director Kottman wrote in his regular feature, "Our Jobs," for the Spring, 1966, issue of Progress\*, calling attention to a

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\*Filed with The Extension Service News, Agricultural College Library, Agricultural Administration Building, 2120 Fyffe Road, The Ohio State University.

statement that was to appear in a revision of the Ohio Extension Guide which was to come off the press soon thereafter. Dr. Kottman's article pointed out changes in the objectives, responsibilities, and scope of operation of the Cooperative Extension Service in keeping with changing interests and needs of the people of Ohio to provide for and facilitate a meaningful "thrust into the future".

Our educational agency is dedicated to the betterment of Ohio's agriculture, Ohio's homes, and Ohio's youth. It is our job in 1966 to direct our effort so that maximum educational benefits can be attained at minimum cost to Ohio taxpayers.

During the past year we have more clearly defined the objectives, responsibilities, and scope of operation of the Ohio Cooperative Extension Service. The onrush of science and technology, coupled with the upsurge in demand for off-campus education from a dramatically increasing population, has forced us in Extension to re-evaluate our efforts.

So that both our staff and our clientele may clearly understand that the Ohio Cooperative Extension Service cannot be "all things to all people," we are preparing to publish a revised edition of the Ohio Extension Guide. The first three paragraphs of Chapter I establish the tone for Extension's thrust into the future:

"The Ohio Cooperative Extension Service provides educational programs in agriculture, home economics, and related subjects for the citizens of Ohio. Major emphasis is given to economic development and related social and cultural needs.

"The basic objective of the Ohio Cooperative Extension Service is to assist people in making use of data relating to agriculture and home economics so that they may be better able to solve problems. These pertain to the agricultural industry, family living, youth, and community needs of the State. The aim is an improved level

of living for all citizens through increased understanding and use of up-to-date scientific information.

"Research-derived information is used in the development of the Extension educational program. This is furnished by the College of Agriculture and Home Economics of The Ohio State University, the Ohio Agricultural Research and Development Center, the United States Department of Agriculture, and other land-grant colleges and universities. Educational assistance based on information from these sources is made available to the people through a professional Extension staff of County and Area Extension Agents and State Extension Specialists. All are members of the faculty of the College of Agriculture and Home Economics of The Ohio State University. These staff members work closely with citizens who are members of County, Area, and State Extension Advisory Committees. They also work with local, State, and Federal organizations, agencies, and groups in identifying major problems and determining program objectives."

These statements reflect the point of view of not only our professional Extension staff but of leaders in agriculture, home economics, and youth work throughout Ohio. The statements are in line with recommendations of the comprehensive study completed by the Battelle Memorial Institute in June, 1964. They are reflected in the reorganization of the Ohio Cooperative Extension Service which was initiated on July 1, 1964. Since that time, we have almost completely revamped both form and function of the Extension Service in Ohio.

One of the first major changes was establishment of clear lines of responsibility as well as specific duties for all 375 professional staff members. The responsibilities of local county agents were clarified to eliminate overlap or conflict between them and the new area agents. Likewise, we set clear-cut guidelines for subject matter specialists headquartered at the University to avoid overlap of responsibility or

function with respect to the area agents. We re-emphasized that the job of Extension staff members is to teach.

Our efforts are now being directed toward a new level of teaching proficiency and a new dedication to the task of providing in-depth education for every teaching situation we sponsor. Plans have been laid to launch a new "improvement of quality of instruction" (IQI) short course to enable every professional Extension worker to become a "master teacher."

The establishment of eight Area Extension Centers as of January 1, 1965, has provided the assistance of highly specialized area agents to work with all segments of the major agricultural industries within each six-to-eight-county area.

Eventually, we plan to have eight area agents in each of twelve Area Extension Centers. This will make it possible to have specialized assistance available within 50 miles of any agricultural producer or agribusiness firm or industry in Ohio.

The 33 area agents who were employed in the eight newly created Area Extension Centers in 1965 have already earned the respect and appreciation of the agricultural industries they serve. It is imperative that the four additional Area Centers and a full complement of 96 agents for all twelve Centers be added at the earliest possible date. Ohio can ill afford to be without this powerful new educational approach to economic development through agriculture.

Another highly significant step taken during the past year was the critical review of the functions and structure of County Extension Advisory Committees. This review followed a major revision of the composition and membership of the Executive Committee of the State-wide Extension Advisory Committee. The latter now includes ten representatives from the newly organized Ohio Agricultural Council, comprised of 50 associations, organizations, and agencies concerned with all facets of Ohio's multi-billion dollar agribusiness complex. County advisory committees need similar broadening to include a greater spectrum of community and county leadership.

On December 8, 1965, a new format was inaugurated for the annual meeting of the State Extension Advisory Committee. The meeting brought together a large

majority of the 264 county committee representatives, plus the organizational representatives serving on the Executive Committee. They, in turn, invited members of the 106th Ohio General Assembly and Ohio's U.S. Senators and Representatives as their guests.

Besides reporting past accomplishments at this meeting, we announced our plans to assist agricultural producers in Ohio to increase their total cash farm income by \$228 million annually during the next five years. This represents a 22 per cent increase over 1965.

The overall five-year goal, as well as specific goals for increased income from each area of agricultural production, resulted from consultations with substantial segments of Ohio's agricultural industry. The goals were developed through long-range plans drawn up at the county level, followed by detailed discussion with our entire faculty in research, resident instruction, and Extension.

Specific goals for increased annual income from agricultural industry areas by 1971 include:

\$120 million from agronomic crops

\$66 million from horticultural and floricultural crops

\$3 million from forestry

\$20 million from dairy

\$55 million from red meats and wool

\$28 million from poultry and eggs

Achievement of these goals by Ohio's agricultural industry will generate an increase of nearly \$1 billion of economic activity in local communities.

In establishing these goals for higher agricultural production, we have not overlooked our other educational responsibilities. We have also set goals in community development and public affairs, in home economics, and in 4-H Club work. Some of our more significant goals in these program areas are:

--Assist 20,000 additional farmers and agricultural business managers to utilize economic information in their businesses more effectively.

--Teach significant principles to an added 20,000 agricultural leaders to help them reach sound decisions on agricultural policy issues.

--Assist leaders in each of 225 Ohio rural communities to complete at least one major community improvement project.

--Help 200,000 rural Ohio families better prepare themselves to cope with emergencies.

--Help reduce the number of fatal and non-fatal accidents to rural people in Ohio by 10 per cent.

--Help an additional 50,000 homemakers learn how to plan, prepare, and serve economical, nutritious meals for their families.

--Assist 150,000 additional Ohio families with consumer information on food, clothing, equipment, and home furnishings.

--Teach an additional 25,000 young homemakers the skills they need in homemaking such as clothing construction, care and renovation of clothing, food preparation, and food preservation.

--Help another 100,000 parents better understand the developmental stages and needs of their children.

--Increase 4-H Club enrollment from its present 92,000 to 105,000 by 1971.

--Step up training for adult 4-H advisors and junior leaders as enrollment increases. By 1971, Ohio expects to have 5,700 local clubs, 13,000 adult advisors, and 9,000 junior leaders.

--Encourage and assist 53,000 older 4-H members to take part in career exploration activities.

--Train 35,000 local 4-H Club officers in how to conduct business meetings efficiently.

In summary, 1965 was an exciting and strenuous year for Ohio Cooperative Extension Service personnel and clientele. We have set for ourselves a formidable educational task during the next five years.

We are convinced that through education based upon research, Extension can be a major force in generating \$1 billion of additional economic activity in Ohio's communities. At the same time, we can help reduce the relative cost of food to the consumer.

### 1967 Progress Report on Five-year Goals

Director Kottman reviewed accomplishments toward the five-year goals in the 1967 annual report.\*

"Our time schedule," he wrote, "would indicate that we should have achieved forty percent of those goals by the end of 1967 ... In some cases we are ahead of schedule, in others we are slightly behind. This is to be expected. Many of our goals are educational as well as economical, and when we measure educational effort we can do it only indirectly and approximately."

Increasing Ohio's cash farm income by 228 million dollars was the first of the five-year goals. Partly due to additional products marketed and to higher price levels, income soared to 102 percent of that goal during the first two years of the period.

Another five-year goal was a 4-H enrollment of 105,000 members in 5,700 local clubs, led by 13,000 adult advisors, and 9,000 junior leaders. In two years attainment on this goal was 34 percent. In 1968, this was hiked to 74 percent, with every indication that the five-year goal would be exceeded by the end of that period.

In establishing goals for home economics programs the direction was toward homemakers who had not been participating regularly in organized

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\*Progress, 1967 Annual Report, Ohio Cooperative Extension Service, The Ohio State University.



Extension programs, with added emphasis to young homemakers, low-income families, employed homemakers, and youth. A major goal -- to help families in each of these categories improve their management of money -- was 35 percent attained by the end of 1967.

Five-year goals in community development and public affairs aimed at providing educational and leadership assistance to Ohio citizens in community development, agricultural policy, farm safety, and emergency preparedness. By the end of 1967, the percent of completion on selected programs showed: Major community projects, 23 percent; agricultural policy, 23 percent; farm machinery safety, 35 percent; and fallout information to farmers, 40 percent.

#### Extension Programs Over the Decade

The scope of Extension programs during the last decade is wide and varied. This makes it difficult at a casual glance to identify many of the educational efforts of the Ohio Cooperative Extension Service as being integral parts of a coordinated, unified total program moving in well-delineated directions toward established goals. But when one backs off and looks at the whole panorama from the perspective of time and distance, he sees a pattern emerge.

Thus it is that many of the individual items in the following pages of this chapter may seem to be isolated events or activities or programs; but, seen in the context of the over-all Extension plan, they become part of the whole.

The reader might, for example, want to re-read Chapter III, on Home Economics Extension, with this in mind and note how programs mentioned there relate to the goals established at the beginning of the decade as

a result of the Scope Report, and later as part of the five-year goals developed for the entire Cooperative Extension Service. The same thing applies to programs in 4-H and youth, Chapter IV.

One can readily associate the programs related to agricultural industry, of which many are described in this chapter, with program goals suggested in the section on Pages 73 and 74.

#### Dairy Farmers Progress as Predicted

On May 1, 1959, Glen H. Mitchell, agricultural economist at The Ohio State University, predicted that the dairy farmer of 1970 would be a specialist; he would have more cows and they would produce more milk than was the case in 1959; and, said Mitchell, the dairy farmer in 1970 would spend more time managing and less time milking.

Among changes Mitchell predicted by 1969 were either acceptance or talk of acceptance of irrigation, improved means of handling roughage, man-made rains, electronic devices, air-conditioned barns, and cows which would produce 18,000 pounds of milk a year. Bulk tanks, greater awareness of marketing details and an expansion of off-farm marketing work, and more innovative attitudes were other changes Dr. Mitchell saw in Ohio's dairy future in 1959.

The implication was that Ohio's Extension dairy specialists and others, including economists would play roles in this changing scene, performing the function allocated to Extension in the triad of research-teaching-extension upon which the land-grant philosophy has reached its significant place in education.

A check with Extension dairy specialists in May, 1969, revealed that Dr. Mitchell had scored rather well with his predictions. In only two had he missed significantly. One of these was on irrigation. Dr. John Staubus, Extension dairy specialist, explained that farmers had not adopted irrigation practices widely because of limited water supplies.

The other prediction that failed to materialize was the one on air-conditioning. Dr. Staubus reported that farmers had tried it, and agricultural engineers had studied the problems affecting use of air-conditioning in dairy barns. The chief hurdle to satisfactory use of this treatment is the dust which to date has fouled filters and prevented effective operation. The cost of overcoming the combined problems to satisfactory air-conditioning in dairy barns is too high to be practical, so far.

Staubus indicates that in a couple areas of change, dairy farmers have moved farther than even Dr. Mitchell predicted. Mechanization of the farm operation, and greater dependency upon year-round feeding of high quality roughage and silage are much more common today than ten years ago.

#### Promote Coordinated "Package Deal" in Forages

Early in 1959 Extension specialists and county agents turned to the team approach to stage forage crop institutes across the state. Through the institutes they offered livestock farmers a "package deal" on timely forage crop subject matter.

The schedule included two institutes in each of the four Extension supervisory districts, plus six other county meetings in Northeast Ohio.

Subject matter specialists in agronomy, farm management, dairying, animal science, agricultural engineering, and entomology, all appeared on the programs.

When the final curtain closed, institute planners estimated more than 1300 persons had attended the meetings. Result: many farmers went home with a rich reservoir of forage crop information to guide them in the production and utilization of hay and silage.

#### Soil Inventory Board Aids Better Soil Use

In the March-April, 1959, Extension Service News, Samuel W. Bone, Extension agronomist, reported that county extension agents were playing a major role in dissemination and use of soils information available through the coordinated soil survey program in Ohio.

In 1952 a memorandum of understanding between the Soil Conservation Service, The Ohio Agricultural Experiment Station, the Ohio Department of Natural Resources and The Ohio State University made possible the formation of a coordinated, aggressive program under the direction of the Soil Inventory Board.

Through special workshops and meetings farmers throughout the state acquired information about their soils which was helpful to them in making more efficient and effective use of the soil resources of Ohio.

Seven years after the program started, seven counties had completed the detailed study of their soil resources. That was in 1959. An additional eighteen counties have completed this study in the last ten years (1959-1969). Thirteen more counties are involved currently in the program. Nearly all counties in the state have asked for a change to complete the study of their soil resources as soon as possible.

### Intensive Soil Program - A Phase of Resource Development

County Extension agents, agriculture, with help from state Extension specialists in agronomy and representatives of some of the commercial concerns in position to help promote improved soil utilization and crop production collaborated in 1960 in an intensive soil program which actually constituted a phase of resource development.

County agronomy committees functioned as the sponsoring groups. County agents coordinated the organization of the programs and groups involved. Extension specialists in agronomy provided educational resources, factual information and possible courses of action, cultural practices and programs which they might follow. The committees then decided on their own individual programs.

Immediate results included greatly increased numbers of soil tests and adoption of appropriate soil treatment for better crop production. The programs also tied in good management across the board -- from production through harvesting, storage, and utilization by good livestock.

### Soil and Plant Materials Testing

High among services performed for Ohio agriculture most certainly is the soil testing and plant materials analysis operations. Ohio has offered a soil testing service for many years, and over the history of its operation has analyzed literally hundreds of thousands of samples of soil from every part of Ohio.

Ohio State University's soil testing laboratory processed nearly 87,000 soil samples in 1962. That almost exactly equalled an average of one sample for every commercial farm in the state.

The number was up more than 10,000 from the previous year and was nearly double the volume of four years earlier.

The soil testing program administered through the Ohio Agricultural Extension Service was one of the largest of its kind in the nation.

Since this has been a continuing service, begun long before the latest ten-year period, which is our chief interest in this supplement to the history of Extension in Ohio, the most significant aspect of the work for our observation is the conversion to a system of computerization in 1967. Digital read-out apparatus makes possible much faster and more accurate recording of the data provided by soil analyses. Also, the use of computers in most of the analytical processes speeds up the entire operation, making possible much higher volume and much faster service to Ohioans needing soil analysis information.

Addition in 1964 of a plant analysis program increased the value of this service to the state tremendously. Almost from the beginning, the volume of materials sent in for examination taxed the capacity of the facility.

In the beginning it was necessary to limit the analysis to relatively few of the major field and orchard plants. Later, as skills and techniques improved, it was possible to add more plants to the list.

By 1969, the plant analysis facility served not only Ohio agriculture, but technicians were testing samples from about half the other states in the United States and had run tests on a considerable quantity of samples from India in connection with the international program of the College of Agriculture and Home Economics cooperating with USAID and the new agricultural universities in Punjab and Rajasthan states, India.

### Farm and Home Week: a Casualty of Change

In January, 1960, C. S. Hutchison, assistant dean in charge of short courses for the College of Agriculture and Home Economics, announced the decision to discontinue Farm and Home Week. Plans were announced to replace this long-time event with more programs for special interest groups.

More than 90,000 persons had attended special events and meetings sponsored by the College the previous year. These had included short courses, conferences, institutes, and a variety of educational events for groups interested in special aspects of agriculture and home economics.

The decision to have no more Farm and Home Weeks terminated a 47-year custom of bringing rural Ohioans to the campus for a "week" of educational programs and special events, including exhibits of new and improved farm machinery and equipment, household appliances and similarly appropriate items.

One reason for the decision was a declining attendance at the annual affair. Another pointed out by Extension Director W. B. Wood was the more complete job of disseminating new research findings and other scientific information through mass media and Extension programs throughout the state.

### Farm Science Review Is Agricultural Showpiece

For several years after discontinuance of Farm and Home Week, The Cooperative Extension Service, the College and the Ohio Agricultural Research and Development Center collaborated among themselves and cooperated with agricultural industry organizations to provide educational

leadership for many special interest groups. As the need for some large scale showpiece for agriculture in Ohio became more and more evident, support grew for an idea which became a reality in 1963 with the first Ohio State Farm Science Review.

Utilizing farm land adjacent to Don Scott Field, the OSU airport, The Farm Science Review promoted demonstration plantings of many crops, in a variety of ways, and encouraged industry to bring machinery and other equipment and a full range of supplies to display them at the three-day event.

The College, OARDC, and Cooperative Extension Service worked to develop educational exhibits and activities and to conduct the Review. Success of the event is evidenced by the annual return of most of the exhibitors and other participants, and the regular turnout of tens of thousands of people from all over Ohio each year to see the exhibits and demonstrations. Attendance in the fall of 1968 hit 60,000.

#### Consumer Trends a Challenge to Extension

Early in 1960, Lois Simonds, Extension specialist in consumer food marketing, reported that Americans had eaten more than \$500 million worth of frozen prepared dishes of food the year before. Most of these, she said, were in convenient containers which could be discarded after use.

This trend toward increased use of convenience foods constituted one of the "signs of the times" which Extension specialists considered in looking at audiences and programs for the years ahead.

#### St. Lawrence Seaway May Affect Ohio Agriculture

When the St. Lawrence Seaway opened early in 1959, Ross Milner, Ohio's Extension grain marketing specialist, foresaw it as a significant



factor in the development of future export trade in Ohio-produced grain. Among problem factors at the time, Milner cited the inability of lakeport facilities to handle large ocean-going vessels as one of the most critical. Most of the grain moved through the Toledo port on to lake-going ships which carried the cargo across to Canadian ports where it was transferred to larger vessels.

Looking back, in 1969, Dr. Milner pointed to a seven-fold increase in tonnage of grains shipped from Toledo, but said the competition of the seaports for handling grain for export is becoming increasingly stronger.

In 1959, total volume of wheat, corn, and soybeans exported through the Toledo facilities was 12,463,000 bushels. Ten years later, the figure was 84,169,000, and included a small quantity of oats along with the other three grains.

The fact that shipping costs are much lower in larger vessels, Milner says, causes some concern and creates a strong challenge to Ohio grain handlers. Since lakeport facilities, the St. Lawrence, and the Welland Canal still are unable to handle the large freighters, it is becoming increasingly less practical to move grains through the St. Lawrence Seaway. The possibility is very strong that shippers may move grain overland to coastal ports in the near future unless some means is devised to increase the capacity of lakeport facilities.

#### The "Let's Discuss It" Series

"Ohio's Future ... in Agribusiness, in Changing Farms, in Land and Water Resources, and in Changing Communities" provided the theme for a

statewide educational campaign for the Cooperative Extension Service in the fall of 1961. Extension's awareness of the need for better understanding of its educational role led to a series of meetings to discuss publicly the changing scene in Ohio and the opportunities provided by change for growth and improvement.

Participants filed 16,995 opinion record sheets following the "Let's Discuss It" series. Sixty-five percent of the respondents were farmers; 35 percent non-farmers. Sixty percent of the records were filled out by men; 40 percent by women.

Significant opinions showing some consensus as a result of the series indicated some awareness of the probability of a water shortage in Ohio; a lack of comprehensive community planning; a widespread sense of responsibility as a total society for helping each other adjust to changing conditions; an imminent need for more schoolrooms; and saw community adjustment to changing times as "about average".

#### Extension Promotes Swine Improvement

From 1959 to 1969, the Ohio Swine Evaluation Station continued the study of various breeds and strains of hogs produced in the state. Extension specialists and county agents played an important role in releasing swine improvement data to producers and other segments of the swine industry. Through cooperation of the Ohio Swine Improvement Association data also were released on litters certified through the Ohio Swine Improvement Program.

In the ten-year period covered by this volume of the history of the Ohio Cooperative Extension Service, 2,131 letters have been checked through the Swine Evaluation Station. Analysis of the data on these animals show: (1) Significant carcass improvements; (2) reliability of procedures for selecting animals capable of transmitting desirable meat characteristics; (3) popular support among swine producers for the work done by the Swine Evaluation Station.

Among the carcass improvements noted are a gradual increase in the percentage of lean cuts, a gradual reduction in the average thickness of backfat, and a gradual increase in the size of the loin eye. Comparison figures kept by Wilbur H. Bruner, Extension specialist, animal science, and secretary of the Pork Improvement Association of Ohio, show that from 1954 to 1968 the percentage of lean cuts increased from 52.7 to 58.1; backfat thickness declined from 1.7 to 1.3 inches; and loin eye size increased from 3.83 to 4.53 square inches.

#### Need Greater Accuracy in Livestock Pricing

In the summer of 1966, C. C. Bowen and P. R. Thomas, Extension livestock marketing specialists, cited the need for greater accuracy in pricing livestock as one of the prime causes of concern among producers, marketing agencies, packers, and Extension workers. They named the buying and selling of more livestock on the basis of actual carcass value as an important Extension educational goal for the next five years and expressed the hope that the practice might be increased by 23 percent in that period.

As the marketing season progressed in 1969, Mr. Bowen reviewed progress toward the goal and stated that within the three-year period the increase already far exceeded the 25 percent for which they had hoped.

Latest project to gain growing support within the livestock industry is a method of marketing cattle on a "quality and a cutability grade." Two sales in early 1969 employed these terms. Producers sold their cattle on a "carcass grade basis" with all sales scaled to a base grade. Later, when the animals were slaughtered and dressed, prices were adjusted to reflect any differences that appeared between prices paid by the buyers originally and the carcass value based on the cutability score.

Mr. Bowen reported this to be the first time such a marketing procedure had been followed anywhere in the United States. Producers and packer-buyers were showing growing interest in the method and producers were already attempting to schedule sales of their animals well in advance to obtain the benefits of the system.

#### Production Testing Aids Animal Improvement

Production testing of beef cattle, which came into Ohio's livestock picture in 1958, moved to prominence as an effective means of animal improvement under the leadership of W. W. Wharton, Extension specialist, animal science, in 1963. Wharton developed a system of testing and evaluation that measured performance and provided producers information useful in making intelligent decisions in improving the quality and quantity of breeding herds.

### Extension Opens Plant Disease Clinic

On March 15, 1963, the Cooperative Extension Service opened a new plant disease clinic on the Ohio State University campus in Columbus, in cooperation with the Department of Plant Pathology and the Ohio Agricultural Experiment Station. Dr. Blair Janson, Extension plant pathologist, served as director. The clinic functioned as a diagnostic center to detect plant disease outbreaks in Ohio.

### Implications for Extension in Census Figures

Figures from the 1959 Ohio Census of Agriculture showed several trends of significance to Extension workers. Among important trends revealed for the 10-year period '49-'59 were these: Farms had grown bigger, but there were fewer farms; more farmers had gone to work part-time in town; investment per farm worker had soared; the total amount of land farmed had dropped.

Farming in Ohio continued to be really big business. Gross farm income totaled around one billion dollars a year.

Some implications for Extension from these findings were that the potential audience for Extension education was changing in both number and composition; the economics of agriculture were in the high level realm, both in relation to the total national economy and the financial affairs of the individual farm family.

The challenge was to develop new and more efficient methods of reaching the audience with the educational programs they needed, and to design the programs to meet the changing emphasis and requirements of the audience.

### Observe "Century of Progress" in Agriculture

More than 1,000 persons observed a century of progress in Ohio agriculture at a dinner on September 14, 1962, on The Ohio State University campus. The dinner climaxed a year of special centennial observances for land-grant colleges and the U. S. Department of Agriculture, both of which came about as a result of laws signed by Abraham Lincoln, just 100 years earlier. John A. Baker, assistant secretary of agriculture, Washington, D. C., was the speaker.

Baker complimented Ohio agricultural agencies for their teamwork in rural areas development. He was optimistic about "strengthening and revitalizing" rural America.

### Ohio Pioneers in Safety Education

The Ohio State University was the second land-grant institution in the United States which had a full-time person working in the area of farm safety education. The program came into the Extension plan of work in 1944 with the employment of W. E. Stuckey. Only Wisconsin preceded Ohio in this field with a specialist appointed in 1943.

Numerous educational endeavors found their way into the Extension program in Ohio prior to 1959. Extension agricultural engineers put many hours into promoting safety with farm machinery and equipment, particularly corn pickers and tractors.

### Thousands See Tractor Safety Demonstrations

Thousands of Ohio people witnessed a dramatic demonstration with a tractor which had been especially equipped so that it could be operated by remote control and demonstrated in action how and why these vehicles

were dangerous. This demonstration was presented at county fairs and a number of other events in Ohio in 1957 and 1958. Over 125,000 persons saw the presentations.

This emphasis continued into the latest decade.

One of the most significant phases of safety work was the accidental injury studies to farm people first made in 1957 and repeated at five-year intervals in 1962 and 1967. This work gained national recognition and now is being carried on in other states all over the nation.

#### Ohio's Slow-Moving Vehicle Emblem Adopted Nationally

Another program in which Extension safety specialists were involved along with research engineers was development of the emblem to designate slow-moving vehicles on public highways. Much of the educational campaign leading to national adoption of the emblem developed in Ohio was conducted by Ohio's safety specialists.

Also during this ten-year period, Ohio's Extension safety specialist engaged in the state's program supporting the national campaign in rural defense and emergency preparedness. As the emphasis on this project lessened in 1967 it became possible for the state Extension safety specialist to reinstate other projects to which he had been unable to give much time during the emergency preparedness push, and to plan for new safety education efforts.

The plan of work for 1969 included: Continued emphasis on safety in the use of farm machinery and equipment, agricultural chemicals, rural traffic, and safety in homes.

### Blackbirds Threaten Ohio Agriculture

Crop losses caused by blackbirds have become increasingly heavy during the last 10 to 15 years. These pests have become so serious in some areas of the state that Extension specialists have devoted hundreds of man-days to trying to cope with the problem. Plant breeders have tried to develop corn, for example, with strong enough husk coverings over the tips of the corn ears to keep the birds from gaining entrance to the kernels. Field tests have included carbide gas noisemakers, and other devices to scare the birds away. Nesting places have been destroyed. Still the birds destroy thousands upon thousands of dollars worth of grain every season.

On January 1, 1968, Tom Stockdale, Extension wildlife and conservation specialist, began a full-time assignment - half on research at the Ohio Agricultural Research and Development Center, and half on Extension, working on blackbird control.

### Wide Variety In Audiences Served

Extension specialists in marketing information for consumers in 1961 published a bi-monthly "Food Know-How for Restaurants" for distribution to restaurant operators in 32 counties who asked that the publication be continued after a pilot project in the Cincinnati region demonstrated its usefulness.

In July, 1961, Extension administration announced changes in the Ohio Beef Cattle Production Testing Program designed to improve the service and the value of the program to producers.



A "field trial" demonstration program in artificial insemination of swine started in 13 Ohio counties in January of 1961. The program was designed to continue for 18 months. Extension agents and swine committees in the 13 counties helped to publicize the program and to organize local interest in the field trials. The Producers' Livestock Marketing Association supported the work through a grant-in-aid to the Ohio Agricultural Experiment Station. Extension swine specialists were involved in planning and developing the program and aligning support among the College, Experiment Station, swine breeders and other industry groups.

The Independent Livestock Marketing Association of Ohio published a list of Ohio and Indiana breeders who had breeding stock certified for meat-type in 1962. Ohio's Cooperative Extension Service helped disseminate this informational directory as part of its service to the industry through the Ohio Swine Evaluation Station.

#### Educational Role Aids Other Agencies

Early in 1963, Extension administration forwarded to all county Extension offices a copy of "The Food and Agriculture Act of 1962 - A Descriptive Summary." This information was useful to county staff in answering questions concerning the Act.

Similarly, word went to all Extension personnel on August 14, 1961, announcing a series of meetings to explain the wheat referendum issues and the new wheat program sign-up provisions for that year. A copy of Fact Sheet No. 1 on the 1962 Wheat Stabilization Program went along to each county.

A summary of provisions of the 1961 Agricultural Act went to all counties in August of that year immediately after the President signed the bill on August 8.

The administration also supplied all counties with copies of the USDA leaflet, "The 1963 Wheat Stabilization Program." Such cooperation with Federal agencies and others providing such informative materials to help Extension personnel fulfill their educational roles recurs perennially.

In April of 1968, the "Green Letter" carried as an enclosure for each county and area Extension agent chairman a copy of Volume 20, No. 1 of Farm Policy Forum. This publication highlighted issues relating to local government in rural America.

#### Films Carry Extension Educational Messages

The variety in methods employed by Ohio Extension specialists to convey to the public the information needed to provide farmers and others the help desired is illustrated by the number of techniques mentioned in Chapter VII, Communication Trends. However, reference here is made to the production of special 16 mm. sound-color motion picture films on minimum tillage and strip processing for corn and soybeans (summer of 1962) and stawberry bed renewal (1961-1962). Several prints of each made it possible for county agents to schedule the films for showing locally in many instances when it was impossible for the specialists to be present.

### Publications Also Serve Effectively

Publications provided another widely used and effective method of supplying information and guidance to Ohio citizens. Not only was this true of Extension publications which the Extension Information Office announced regularly to established mailing lists, but it also included a great many other publications, from Federal sources and other government agencies with which Ohio Extension cooperates. Typical of these was the "Packet for Brides" issued in 1962 by the U.S.D.A. It was designed to help new homemakers in buying, preparing, and protecting food, and in the protection and care of fabrics. Sample copies went to county offices, but public requests for copies went to Washington.

Autumn of 1967 provides another illustration of this kind of help in the announcement of the availability of a publication from the USDA on natural beauty designed to suggest some ways all can help build a more beautiful America.

### Extension Helps Recruit Students

Throughout the decade Extension personnel have assisted with the College's efforts to recruit incoming students to the College of Agriculture and Home Economics. County agents have been effective as career guidance counselors, and also in helping prospective students to attend Career Day programs on campus.

Closely related to the Career Conferences were the Science Opportunity Days for high school science teachers, interested school administrators and counselors, in March, 1963.

Later this idea was expanded and became Youth and Science Day.

More than 1,800 Ohio high school science students gathered in Mershon Auditorium on The Ohio State University campus to hear about and discuss careers in agriculture and ag-related sciences.

## CHAPTER VII

### ORGANIZATION AND ADMINISTRATION

At Annual Extension Conference, October 26, 1960, Dr. Roy M. Kottman appeared before the entire Ohio Cooperative Extension Service faculty for the first time following his arrival on campus as dean of the College. He discussed "Challenges Facing Education in a Changing Society." Among items stressed was "the need for Extension to make maximum use of the total resources of the University."

A year later, Dean Kottman spoke again to the same audience and called attention to this same point. On this occasion he concluded:

"May I summarize briefly as follows:

1. Continuous training, study if you please, is on the horizon for the effective Extension worker in the 'sixties.
2. We will be called upon to assist in a broad educational program for agriculture.
3. We have to face our educational responsibilities to the total university and to the USDA.
4. We will have more specialization -- county workers, area agents, and state specialists.

5. The challenges will be great. We'll be faced with commendation and our share of condemnation as thinking people, lay and professional observers and others, express their desires and concerns about Extension's personnel and program.
6. The future is bright. Our optimism stems from our record in the past, our dedication of the present, and our visions for the future.

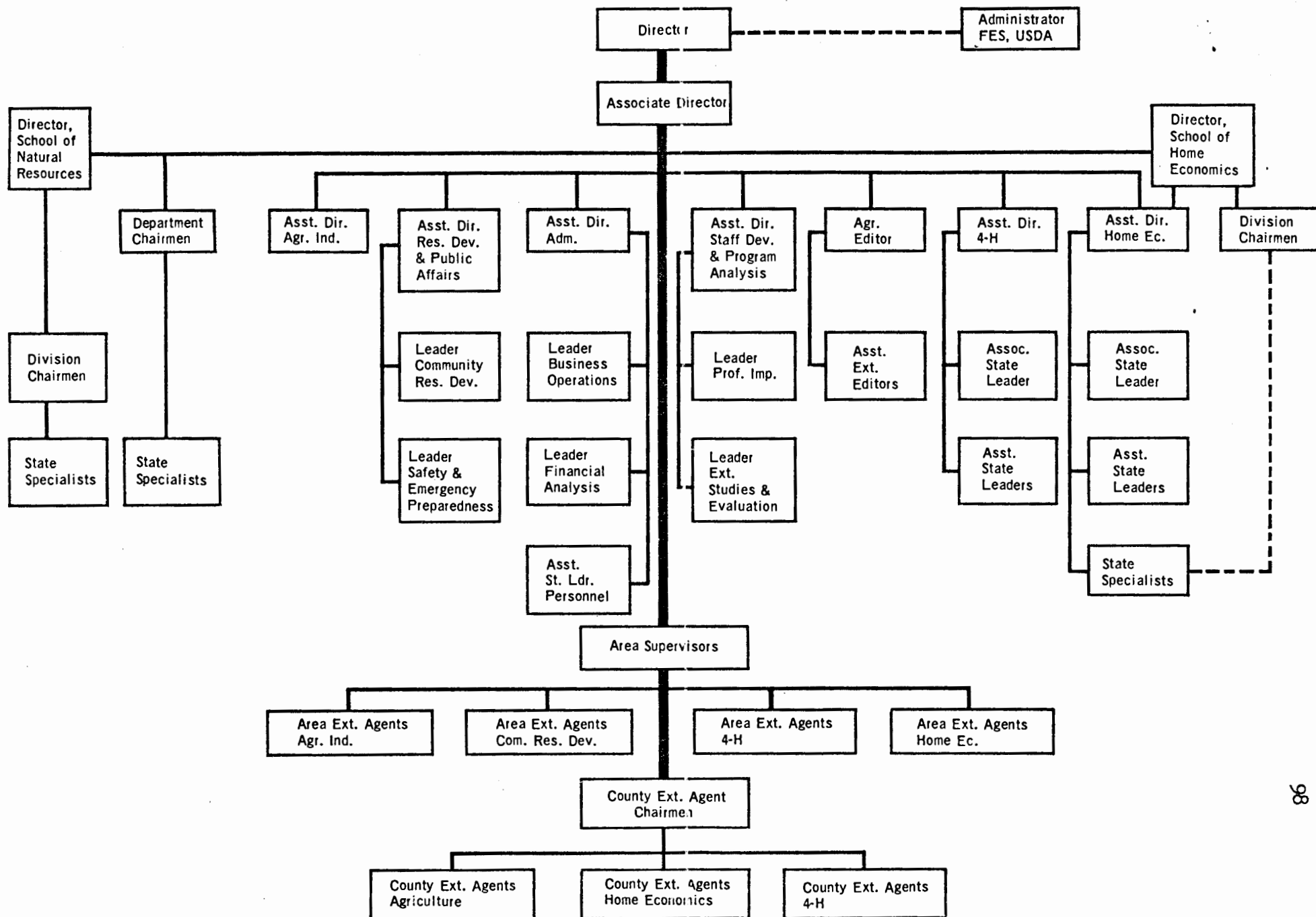
"We will accept the challenge of the 'sixties. We know the implications are overlapping and far-reaching. All point to the need for each of us to do the best possible job in all areas of endeavor."

The vigorous, dynamic enthusiasm with which Dr. Kottman delivered his talk left little doubt as to his sincerity or conviction. Looking back at Extension achievements, as individuals and as a staff, in the succeeding ten years, one can see evidences of highly motivated response to the Dean's urging.

#### The Extension Service Organization

Those familiar with Cooperative Extension work are also usually aware of the concept which puts Extension on one side of a triangle, with research and resident teaching on the other two sides, as a symbol of the land-grant college idea. It is also generally understood by most persons familiar enough with Extension to recognize that symbol that the Cooperative Extension Service is a part of a federal and state educational organization which is supported financially by funds which come partly from federal sources, partly from state sources, and partly from county sources.

These factors are recognized in the designation of the organization as the Cooperative Extension Service. The relationship is detailed explicitly in the Faculty Handbook for Ohio Extension Workers, Chapter 2, "Extension Organization and Functions of Staff," and is shown graphically in the organization chart which follows:



The chart on the preceding page shows the flow of responsibility within the Ohio Cooperative Extension Service in June, 1969.

Starting from the top down, the director in Ohio is also the dean of the College of Agriculture and Home Economics and the director of the Ohio Agricultural Research and Development Center. The latter institution is located at Wooster, Ohio, with several branches, or "outlying farms," in other parts of the state and several hundred acres of land adjacent to or readily accessible to the campus in Columbus which are also used for agricultural production and research programs.

Dr. Roy M. Kottman became dean of the College and director of what was then called the Ohio Agricultural Experiment Station on June 1, 1960, following retirement of Dean L. L. Rummell, on December 31, 1959. He became director of Extension July 1, 1964.

The director is the official link between the state Cooperative Extension Service and the Federal Extension Service (FES), an agency of the U. S. Department of Agriculture.

Within the state, responsibility for much of the administration of Extension rests upon the associate director of Extension. This is Edwin L. Kirby, a member of the administrative staff since July 1, 1954. He served as district supervisor and assistant director before becoming acting director from October 1, 1963, when the preceding director, W. B. Wood, went to India to head the OSU Mission Team at the Punjab Agricultural University, Ludhiana, and until Dr. Kottman was named as his successor.

Through the associate director's office a direct line flows to all schools and departments of the College and to all the subdivisions of the Extension Service at state, area, and county levels.



The past ten years have brought important changes in the organization. The job of maintaining staff at full strength and, in an organization such as Extension, at highest possible levels of competency is a very real challenge. As needs have changed, programs have changed, and this has called for changes in requirements and qualifications of personnel. Recent years have brought some change in program emphasis and some change in responsibilities, but these have not altered the basic nature of the job.

At the beginning of the decade, the Cooperative Extension Service was operating on an organizational pattern that had been traditional all over the country. In addition to the state staff, consisting of administrative personnel and subject matter specialists in agriculture and home economics and a 4-H Club department which coordinated club work at the state level, and the county staffs at the local end of the line, the administrative link between the director's office and the county offices was the district supervisor. Ohio had four districts -- northwest, northeast, southeast, and southwest.

As program emphasis and needs changed, it was necessary from time to time to realign the organizational structure, including district supervisors responsibilities. Early in 1969, districts were eliminated and supervisors were relocated in the ten area Extension center offices.

Ohio's Cooperative Extension Service began establishing area educational programs as early as 1959, with a consumer marketing information office in Cuyahoga Falls, where R. Richard Howard was area agent for Cuyahoga, Portage, Stark, and Summit Counties.

### Area Concept Expanded in 1960

Five new area Extension agent positions were created in 1960. Four were established effective July 1. The fifth was to become effective August 6, upon expiration of the Cincinnati regional marketing contract.

Two of these involved designation of the already existing resource development areas as Extension program areas. Area 1 included Belmont, Guernsey, Monroe, Morgan, Noble, and Washington Counties with G. Howard Phillips as area agent. Area 2 included Athens, Gallia, Jackson, Lawrence, Meigs, and Vinton Counties with William Miller as area agent.

A third resource development area including Adams, Brown, Clermont, Highland, Pike, and Scioto Counties with the agent's position to be filled.

Area 4 was a farm and home development area. Karl Clemons became area agent serving Defiance, Fulton, Henry, Paulding, and Williams Counties.

The fifth was a second marketing area serving Butler, Clermont, Hamilton, and Warren Counties with Wallace Dunham as agent on August 6, 1960.

### Organizational Changes in the 'Sixties

On July 1, 1960, Dr. Robert McCormick became assistant director, training and research. At the same time, Fanchon Warfield became leader, Extension training. Robert Dimit, already serving as leader, Extension research, continued in that role.

On January 1, 1961, Riley S. Dougan moved into a newly created position in Extension administration, leader of agriculture, farm and industry, in keeping with the agribusiness concept which was developing so rapidly in Extension at that time.

July 1, 1961, saw a major change in staff alignment with department chairmen in those departments with Extension specialists being added to the Extension staff, with payment of their salaries from Extension funds varying from three percent to twenty percent, depending upon the number of specialists involved.

At the same time, several staff members received joint appointments with Extension, research at the Experiment Station, and resident teaching on campus. This added to the number already on joint appointment, who continued on the same basis as in previous years.

Albert F. Gehres became acting state 4-H Club leader on February 1, 1962, following the retirement of H. W. Harshfield.

Mid-summer of that year brought further reorganization of Extension administration. E. L. Kirby assumed responsibility for leadership of program and finance in Extension administration.

Robert McCormick took on responsibility for personnel, training, and research.

Everett Rogers became leader, resource development, half time.

D. B. Robinson, assistant director, programs, resigned that July 1 to take an assignment with the OSU/USAID Mission to India at the University of Udaipur, Rajasthan.

Also that summer saw northwest district supervisor, Herbert Hadley, take leave to work toward a doctor's degree at Michigan State University. Temporarily, Clair Young, 4-H supervisor in southwest Ohio, assumed leadership of the northwest team.

Duane Lau, county Extension agent, agriculture, Lucas County, became district supervisor, 4-H, northwestern Ohio.

September, 1962, saw two Extension supervisors, home economics, leave the Ohio State staff and return to county positions.

Mrs. Katherine Brittingham moved to Arizona, and Mrs. Olive Parrish transferred to the position of county Extension agent, home economics, Athens County.

Effective November 1, 1962, Mabel Sarbaugh, up to then Extension specialist in home management, became district supervisor for home economics in the northwest district where Mrs. Parrish had been serving.

Austin Ezzell joined the supervisory team in northeastern Ohio on November 16, 1962, giving leadership to developing programs in agriculture and marketing. He had been working in merchandising education.

Richard Skinner followed Ezzell in that position on January 1, 1963.

Also that fall, Marshall Whisler, county Extension agent, agriculture, in Medina County since 1943, became area Extension agent, farm management, serving Wayne, Ashland, Holmes, and Medina Counties.

Richard Young, 4-H agent, Lake County, became associate leader, 4-H, March 16, 1963.

John Moore, Madison County Extension agent since 1947 resigned December 31, 1962, to work toward his Ph.D. degree then became farm management specialist in southwestern Ohio on June 16, 1963.

January 1, 1963, brought new assignments to G. Howard Phillips as assistant state leader, resource development; Paul R. Thomas, as Extension specialist, market information for consumers; and Marian E. Hermance, as Extension specialist in institutional management. Phillips came to the state staff from a position as area agent, resource development. Thomas moved from Franklin County Extension agent, 4-H. Miss Hermance came to Ohio from Michigan where she had been district program specialist.

October 16, 1963, brought Richard S. Sechrist on to the staff as dairy testing supervisor to provide field assistance to county dairy testing supervisors.

W. B. Wood resigned as director of Extension in September, 1963, and joined the OSU/USAID Mission to India as team leader at the Punjab Agricultural University in Ludhiana, Punjab. Dr. Garth Volk, chairman, agronomy, became chairman of a committee to screen candidates for the position of director. His committee included Wallace Barr, James M. Beattie, Ruth Deacon, C. D. McGrew, Robert Stewart, and Byron Gamble. E. L. Kirby became acting director while the search went on.

The period of vacancy in the director's position necessitated a number of staff adjustments.

Robert McCormick became assistant director for general administration in addition to his continuing duties in over-all leadership in personnel, training, and Extension research.

Riley S. Dougan assumed general program leadership and coordination; Austin Ezzell joined the administrative staff to assist with program supervision and coordination in Projects III and IV, working closely with Dr. Dougan.

Charles Haas took on the additional duties in the northeast district which Dr. Ezzell had been performing.

Howard Phillips assumed leadership for resource development.

Fanchon Warfield took on responsibilities of home economics supervision in southwest Ohio in addition to her duties in Extension training and resident teaching.

Richard Young served as supervisor of 4-H in the northeast district along with his work as associate state leader, 4-H.

Bea Cleveland expanded her efforts to include 4-H training assistance along with her duties statewide as assistant state leader, 4-H.

E. L. Kirby retained his duties of providing leadership to program matters for the Extension Service along with the added duties of acting director.

In the spring of 1964, Loa D. Whitfield resigned as state leader of home economics effective April 30. Vivian Johnston, southeast district home economics supervisor, became acting state leader and continued her work as district supervisor.

#### Reorganization Sets Up Six Extension Districts

Ohio was rezoned into six supervisory districts effective July 1 of that year. The supervisory staff was reassigned. The home economics and 4-H supervisors received new designations, becoming district program leaders. The new supervisory roster showed:

#### District Supervisors

Charles Haas ----- Northeast District

L. A. Best ----- Southeast District

Thomas Jenkins ---- Southwest District

Herbert Hadley ---- Northwest District

To be designated -- North Central District

To be designated -- South Central District

#### District Program Leaders, Home Economics

Vivian Johnston --- Southeast and South Central Districts

Mabel Sarbaugh ---- Northwest and North Central Districts

Anita McCormick --- Northeast and Southwest Districts

District Program Leaders, 4-H

Fred Bruny ----- Southeast and South Central Districts

Duane Lau ----- Northwest and North Central Districts

Russell Smith ----- Northeast and Southwest Districts

Plans included establishment of an additional position as assistant state leader, 4-H and a position of assistant state leader, home economics.

Another major staff adjustment announced in connection with the July 1, 1964, reorganization was the designation of five assistant directors. Each was asked to assume leadership of total staff in their respective areas of responsibility.

Robert W. McCormick, assistant director, administrative management was responsible for personnel, training, research, and business operations. He was to continue on a resident teaching appointment in the Department of Agricultural Education, part time, and to give leadership to graduate training for Extension staff. He served as immediate supervisor and directed activities of the leader, business operations; leader, financial analysis; leader, Extension training; and leader, Extension research.

Riley S. Dougan, assistant director, community and public affairs, was responsible for all phases of those programs for the total Extension Service. He served as immediate supervisor and directed activities of the leader, resource development; leader, safety and emergency preparedness; and the area agents, resource development. Also, he supervised preparation and analysis of long-time programs, annual plans of work, and reports of results.

Austin B. Ezzell, assistant director, agriculture, was responsible for development and direction of agricultural and marketing phases of the total Extension program. He was immediate supervisor and directed

activities of area Extension agents, marketing, management, and horticulture. He worked with other assistant directors and department chairmen in coordinating efforts of specialists requiring the interdisciplinary approach to effective programs in agriculture and marketing.

Albert F. Gehres, assistant director and state leader, 4-H, was immediate supervisor and directed the efforts of the associate and assistant state leaders, 4-H, and the district program leaders, 4-H. He provided leadership to the total Extension staff in developing a complete understanding of 4-H and youth work as an integral part of the total Extension educational effort and coordinated all efforts requiring an interdisciplinary approach to effective programs in 4-H and other youth work.

Vivian Johnston was to continue in an acting capacity as assistant director and state leader, home economics.

W. E. Stuckey became state leader, safety and emergency preparedness.

#### January 1, 1965, Brings Additional Changes

At the beginning of 1965, Robert W. McCormick requested a change of assignment to devote more time to research and teaching. He was relieved of the administrative responsibilities of the position of assistant director, administrative management and became state leader, Extension studies and evaluation, replacing Robert Dimit who transferred to the position of Extension specialist, rural sociology effective January 1, 1965, also.



On December 1, 1964, Charles A. Haas assumed new duties as assistant state leader, personnel. He was to devote a major portion of his time recruiting needed county Extension staff. He also took on responsibility for counseling staff on retirement, insurance, and other similar aspects of Extension employment.

Paul Leidheiser, former county Extension agent, agriculture, Lorain County, who had served as northeast district supervisor on a temporary basis from September 1 until December 1, 1964, became supervisor on that date, succeeding Mr. Haas.

To expedite and assure understanding of all the reorganizational steps of the recent period of change, Director Kottman prepared a statement entitled, "Readjusting Extension Resources to Meet Changing Needs," which he distributed to the entire staff of Ohio Cooperative Extension Service with the December 21, 1964, "Green Letter (see Appendix IV).

On January 1, 1965, Dr. Orlo L. Musgrave became assistant director, administration.

Mrs. Naurine Higgins became assistant director and state leader, home economics effective June 1, 1965. Her appointment was announced in mid-January of that year.

Few major changes in the organization of the Ohio Cooperative Extension Service occurred from mid-1965 until a general reorganization of the supervisory staff announced early in 1969 which resulted from the establishment of ten new supervisory areas. This was the ultimate result of a continuing effort over the years to develop the area center concept. Steps taken early in the decade and recounted earlier in this chapter and in Chapter VI were preliminary to this major reorganization.

Eight area centers were established on January 1, 1965, with an announced plan for eight area Extension agents in each center. This required some reallocation of funds from Federal and State sources and made it necessary for counties wishing to retain more than two agents to increase their appropriations by County Commissioners in the amount of \$6,000 annually toward the salary of the third agent.

Limitations imposed by lack of funds caused Extension to fall short of objectives in employing area personnel, however, and in a move to strengthen the area center operations and give greater support to area center personnel and programs, the state Extension administration realigned the entire state into the ten new Extension areas mentioned above.

The resulting area staff organization looked like this:

Planned Area Extension Agent Positions  
by Area Extension Centers

Canfield Area Extension Center

1 Area Supervisor  
1 Farm Management  
1 Agronomy  
.5 Animal Industry  
1 Dairy Industry  
1 Horticultural Industry  
.5 Poultry Industry  
1 Community Resource Development  
1 4-H  
1 Home Economics  
  
9 Total FTE

Defiance Area Extension Center

1 Area Supervisor  
1 Farm Management  
1 Agronomy  
1 Animal Industry  
.5 Dairy Industry  
.5 Horticultural Industry  
.3 Poultry Industry  
.5 Agricultural Marketing  
1 Community Resource Development  
1 4-H  
1 Home Economics  
  
8.8 Total FTE

Wooster Area Extension Center

1 Area Supervisor  
 1 Farm Management  
 1 Agronomy  
 .5 Animal Industry  
 1 Dairy Industry  
 1 Horticultural Industry  
 .5 Poultry Industry  
 1 Community Resource Development  
 1 4-H  
 1 Home Economics

9 Total FTE

Fremont Area Extension Center

1 Area Supervisor  
 1 Farm Management  
 1 Agronomy  
 1 Animal Industry  
 .5 Dairy Industry  
 .5 Horticultural Industry  
 .5 Agricultural Marketing  
 1 Community Resource Development  
 1 4-H  
 1 Home Economics

8.5 Total FTE

Eaton Area Extension Center

1 Area Supervisor  
 1 Farm Management  
 1 Agronomy  
 1 Animal Industry (Beef and Sheep)  
 .5 Animal Industry (Swine)  
 .5 Dairy Industry  
 .5 Horticultural Industry  
 .3 Poultry Industry  
 1 Community Resource Development  
 1 4-H  
 1 Home Economics

8.8 Total FTE

Wapakoneta Area Extension Center

1 Area Supervisor  
 1 Farm Management  
 1 Agronomy  
 1 Animal Industry  
 1 Dairy Industry  
 .4 Poultry Industry  
 1 Community Resource Development  
 1 4-H  
 1 Home Economics

8.4 Total FTE

Mt. Gilead Area Extension Center

1 Area Supervisor  
 1 Farm Management  
 1 Agronomy  
 1 Animal Industry  
 1 Dairy Industry  
 1 Community Resource Development  
 1 4-H  
 1 Home Economics

8 Total FTE

Jackson Area Extension Center

1 Area Supervisor  
 1 Farm Management  
 1 Agronomy  
 1 Animal Industry  
 .5 Dairy Industry  
 .5 Poultry Industry  
 1 Community Resource Development  
 1 4-H  
 1 Home Economics

8 Total FTE

Washington C. H. Area  
Extension Center

1 Area Supervisor  
1 Farm Management  
1 Agronomy  
1 Animal Industry (Beef and Sheep)  
.5 Animal Industry (Swine)  
.5 Dairy Industry  
.5 Horticultural Industry  
1 Community Resource Development  
1 4-H  
1 Home Economics

8.5 Total FTE

McConnelsville Area  
Extension Center

1 Area Supervisor  
1 Farm Management  
1 Agronomy  
1 Animal Industry  
.5 Dairy Industry  
.5 Poultry Industry  
1 Community Resource Development  
1 4-H  
1 Home Economics  
8 Total FTE

Planned Area Extension Agent  
Positions by Specialty

Total Number of Positions Planned

10 Area Supervisors  
10 Farm Management  
10 Agronomy  
10 Animal Industry  
7 Dairy Industry  
4 Horticultural Industry  
3 Poultry Industry  
1 Agricultural Marketing  
10 Community Resource Development  
10 4-H  
10 Home Economics

85 Total

Number Requested in 1969-71 Budget and Number to be Filled in 1971-73

<u>Specialty</u>	<u>Total Planned Positions</u>	<u>Present Positions</u>	<u>Number Requested in 1969-71</u>	<u>Number to be Filled in 1971-73</u>
Area Supervisor	10	5	5	0
Farm Management	10	8	2	0
Agronomy	10	5	5	0
Animal Industry	10	7	2	1
Dairy Industry	7	3	4	0
Horticultural Industry	4	1	3	0
Poultry Industry	3	1	2	0
Agricultural Marketing	1	1	0	0
Com. Res. Development	10	4	1	5
4-H	10	10	0	0
Home Economics	<u>10</u>	<u>1</u>	<u>7</u>	<u>2</u>
Total	85	46	31	8

The area Extension center is designed to locate Extension teaching resources closer to the point of need. State staff subject matter specialists have long since been unable to meet all the demands upon their time originating from eighty-eight counties in the state. While these specialists will continue to assist with Extension educational programs out over the state, their efforts will now be more often concentrated in and channeled through the area center programs.

#### Extension Specialist's Role Changes

This situation has developed concurrently with a trend which might very well be called, "The Changing Role of the Extension Specialist."

Numerous factors relating to the fast-changing needs of Ohio's agricultural industry dictated modification of Extension specialists' functions and mode of operation during the 1960's. New fields of endeavor were added to the traditional production, marketing, and home economics pattern. Among these were the areas of safety education, safe use of pesticides, and more extensive use of TV. The demands of more highly sophisticated, better-trained producers, marketing agency personnel, and technical specialists associated with the agricultural business required such changes.

The specialist staff was expanded moderately and newly employed specialists were most often those with a Ph.D. degree in a highly specialized field of endeavor. Thus, turf specialists, nutritionists, geneticists, toxicologists were employed instead of agronomists, animal husbandmen, or entomologists in some cases.

A valiant effort was made to meet the specific needs of the more highly specialized producers and processors by the inaugurations of the

area-agent plan during the 'sixties. Agronomy, animal industry, farm management, dairy industry, and other types of agents were employed to serve the area centers scattered throughout the state, and eventually established in ten locations. This staff of more than forty area agents, which is designed for expansion to nearly one hundred, served to fill the need for increased depth of instruction which the limited staff of county Extension employees could not fill adequately. These agents were more readily available to localized and specialized use than many of the university-based specialists.

The function of the specialist was modified to fortify the teaching of the area agents as well as the county Extension agents and some acceleration of training for their respective and specific jobs was accomplished.

Area agents generally meet with the respective departments with which they are identified at regular departmental staff meetings. Area agents have been able to accomplish many more in-depth type of activities and have maintained a closer liaison with their subject matter clientele than had ever been possible in the previous history of the Extension Service. University-based specialists have more frequent contact with the area agents of their respective departments than has ever been possible between the state-based personnel and county Extension agents. The combination of circumstances which led to and indicated the need for these changes was the acceleration in transportation, specialization of agricultural producers and the processors, and more rapid and varied means of communication.

At the area levels, agents with subject matter specialties will do more of the teaching and will also train agents and local leaders to assume responsibilities for local programs. Thus, in areas of eight to ten counties Extension programs will be developed to fit the needs of the audiences in those areas and will bring Extension education closer to the grassroots where from the very beginning it has rested on the county Extension staff.

Thus, though recent years have brought changes in program emphasis and changes in organization, including some changes in responsibilities of county Extension agents, they have not actually altered the basic nature of their job, which is to carry on Extension education programs in agriculture and home economics and related subjects among the people of their communities.

#### County Extension Work in the 'Sixties

County Extension agents working with adults in agriculture, including both farm and non-farm agricultural interests, have generally also been delegated the responsibility of functioning as team leader, or chairman of the county staff. In 1958, the designation for these agents was changed from county Agricultural Extension agent to county Extension agent, agriculture. At the same time, home economics agents became county Extension agents, home economics, and 4-H agents became county Extension agents, 4-H.

Increased emphasis on college student recruiting made it advisable to designate one or more members of the county team to assume this responsibility. Thus, in addition to the position title, one member of the team, either agricultural agent or 4-H agent, also took on

leadership in counseling prospective students in agriculture, and the home economics agent assumed leadership in counseling prospective students in home economics.

During this period, emphasis on marketing information for consumers, rural development, and farm and home development shifted from one county to a multi-county scope. Area Extension agents, marketing, came on the scene starting in 1959 (see p. 100).

#### Ohio's County Agent Story Interesting

Few counties have gone without county agricultural agents for any length of time since Extension work started in Ohio. Some counties have had more changes over the years than others.

Two counties have had only two agricultural agents since the beginning of Extension work in Ohio. R. W. Munger became county agent in Shelby County on March 1, 1918, and served until June 30, 1952. Lloyd Lutz succeeded him in that position the next day and has served continuously since. In Fayette County, W. W. Montgomery served as agricultural agent from February 1, 1923, until March 3, 1962. He was followed by Phil Grover, who is still agent there.

Although county Extension agents in home economics did not come on the job in most Ohio counties as early as men agents did, the tenure pattern has been quite similar. Montgomery County seems to have been first to employ a home agent, January 17, 1917. Mahoning County followed on September 8 of that same year. Erie, Franklin, and Tuscarawas Counties came along on January 1, 1918, and Lorain County, the following September 1.



Most counties started home economics agents in the 'twenties and 'thirties and with few exceptions have supported work in home economics Extension education continuously. Generally, vacancies have been filled within a matter of only a few months at most, although in the early 'sixties a few positions went unfilled for a year or so and some as much as three years.

Looking back over the events and developments in Extension, one sees an interesting blend of tradition, strength, purpose, character, dedication, innovation, and resourcefulness. These run throughout the entire Extension system, from county agents to top administration. They point toward continued effort to impart to all Extension educational programs the same philosophy embodied in the slogan, "To make the best better."

## CHAPTER VIII

### COMMUNICATION TRENDS

The decade of the 'sixties marked a period in which Office of Information staff members zeroed in on specific audiences with a wide range of subject matter supplied by state specialists. Editors and artists aimed their radio tapes, television films, news releases, magazine articles, publications, and visual materials at special interest groups. Their output of mass media materials stressed high priority programs of Extension specialists and assistant directors. These programs included farm business management, marketing, outlook, rural beautification, cost analysis, farm safety, use of pesticides, farm waste disposal, recreation, and educational aid to low income families.

The new look in publications featured the use of more color and an 8½ x 11 format for convenient filing. Extension publications increased in both quantity and quality. Closer editing contributed toward more readable copy, and additional funds made possible the production of a greater volume and variety of publications. The

publications budget more than doubled in the ten-year period -- a period which saw a dramatic shift from letterpress to offset printing. By 1969, about ninety-five per cent of all Extension printing was done by the offset process. By the same period, four-color illustrations were appearing throughout Extension's annual report.

Efforts to expedite the editing and processing of 4-H literature led to the appointment of an assistant Extension editor, 4-H on July 1, 1968. This move helped considerably to speed the production and processing of 4-H literature.

#### Extension Uses O.S.U. Central Printing and Mailing

On January 1, 1968, Extension entered into an agreement with The Ohio State University for integrating its publications and mailing operations into the University's central operation. All mailing and duplicating functions performed by Extension's mail room were shifted to a service bureau basis to be performed by the University. Three full-time employees were transferred to the appropriate personnel budget of the University operation. The fourth full-time employee was retained on the Extension staff as an editorial assistant to act as a coordinator between Extension and the central operation. Extension's mailing room and equipment and supplies likewise were transferred to the central operation.

#### Electronic Media Services Grow

Radio and television became increasingly important tools for getting Extension's story to the people as the number of commercial stations increased. In the early 1960's, commercial radio stations were using about 90 Extension tapes a month. By the end of the decade,

that number had climbed to more than 200, with 50 commercial stations using the tapes regularly.

Trends to short-segment programming prompted Extension radio editors to turn to three-minute, "open-ended" tapes to which local broadcasters could add their own openings and closings to meet program needs. Extension specialists and agents also made more use of sound in furthering their educational efforts.

#### Television Program Service Trends

Television bloomed into a full-scale educational tool for Extension in the 1960's. From the regular daily broadcasts over the University's television facility, WOSU-TV, the emphasis changed to production of short features which could be syndicated and distributed to commercial stations throughout the state.

Early efforts to do this involved use of kinescope recording facilities at WOSU-TV in 1959-60-61. The films thus produced were shipped to a few commercial stations on which local county agents had regular program times and program directors could use the kinescope recordings along with other 16-mm motion pictures films from the Extension library to sustain a regular program on the air.

TV program production figures for 1960 showed a total of 262 programs produced; 35 kinescope recordings; 13 motion picture features. At this time, the Extension television editor was appearing regularly on an early morning program on WLW-C, Columbus, and conducting an Extension program segment. Use of the University station was largely for production of program features for use on commercial stations.

In 1961, the annual report showed the introduction of videotape recordings to the Extension TV program service. Total TV programs produced: WLW-C, 265; WTOL-TV, Toledo, 17; WSTV-TV, Wheeling, 13; Others, 14; recorded on videotape, 2; on kinescope, 13.

Reports of following years showed a graduate decrease in the number of programs and program features produced, accompanied by an increase in the number of stations using the features thus made available to them. Widespread acquisition of videotape equipment over the period from 1961-1964 made this the best and most acceptable tool for program recording and distribution.

By 1969 the videotape and film service supplied features to twenty stations, with the television editor producing thirty-five short units a year for both TV and live viewing.

#### Graphic Services Expand

Another area in which this period saw significant change primarily to meet the need for more selective teaching and communication tools is that of graphic arts and teaching aids.

Prior to 1959 most of the work in this area consisted largely of black and white photography for publications and the making of lettered presentation visuals, such as flip charts, graphs, signs, and posters.

Beginning in 1959, work in this department expanded to include more variety. Production of illustrated presentation visuals increased, as did 35-mm. slides and graphic illustrations for use in publications. The department became involved in designing and building exhibits for the State Fair booth for the Cooperative Extension Service.

The work load increased substantially, requiring employment of two additional full-time artists besides the assistant editor.

Photographic service became almost a department-wide part of the operation with three staff members regularly taking pictures for news releases and publication illustrations, teaching, slides, and exhibits, and a couple of others shooting motion picture films and miscellaneous pictures.

With the increase in importance of photographic service, a full-time photographer joined the Information staff in 1965.

### Teaching and Training Is Part of Job

As Area Center programs gained momentum, artists and editors became more and more involved in the preparation of teaching materials for in-depth schools and seminars at area and multi-county levels. At the same time, they expanded their roles as teachers by conducting in-service training sessions in the communications skills for Extension agents, specialists, supervisors, and administrators.

In the summer of 1967, the Information office employed a full-time technical assistant in the audio-visual aids section. His duties were to improve the service afforded specialists using visual aids equipment, to maintain this equipment in good working condition, and to provide a better system for receiving and dispensing it. He also was charged with the responsibility of supervising the film library and the distribution of radio tapes and television films.

### Home Study Courses Dropped

The last of the Extension correspondence courses, conducted through the Information office, were discontinued in 1967. At that time only two courses remained. The few applicants for courses could no longer justify the time and effort involved in keeping the records, grading the lessons, and mailing the necessary materials.

Beginning with the spring issue in 1964, the name of the quarterly publication of the Ohio Cooperative Extension Service known up to then as The Extension Service News was changed to PROGRESS Reports of Educational Accomplishments of the Ohio Cooperative Extension Service. The single word PROGRESS received special display treatment in the masthead and on the cover.

Purpose of the change was to make the publication title fit more aptly the contents of the organ, and to dress it up to make it more appealing to the reader. Interest in the publication, as indicated by the slowly declining number of persons who requested it when the mailing lists were revised as required by law each year, seemed to justify some effort in this direction.

Two years later, with the spring issue of 1966, this publication became the channel for releasing the annual report of the Cooperative Extension Service to the public. Three such editions followed, the last being published in the spring of 1968 as the Annual Report of the Cooperative Extension Service for 1967.

With that issue, publication ceased, at least as a periodical.

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## APPENDIX I

Smith-Lever Cooperative Extension Act. Approved May 8, 1914.

This Act provided for cooperative agricultural Extension work between land-grant colleges and the United States Department of Agriculture. Total funds were to be apportioned among the states on the basis of rural population on the condition that the state provide an equal amount.

The Act states:

"Cooperative agricultural Extension work shall consist of the giving of instruction and practical demonstrations in agriculture and home economics to persons not attending or resident in said colleges in the several communities, and imparting to such persons information on said subjects through field demonstration, publications, and otherwise."

With the growth and development of Extension work, the purposes of the act have been interpreted by various administrators and educational committees to include not only agricultural and home economics practices, but also many related factors which contribute to enriched living in rural areas.

Amended Smith-Lever Act. Approved October 5, 1962.

"Cooperative Extension work between the Land-Grant Colleges and the United States Department of Agriculture is authorized by the Smith-Lever Act. The provisions of the Act, in effect as of October 5, 1962, are as follows:

"SEC. 1. In order to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics; and to encourage the application of the same, there may be continued or inaugurated in connection with the college or colleges in each State, Territory, or possession, now receiving, or which may hereafter receive, the benefits of the Act of Congress approved July second, eighteen hundred and sixty-two, entitled, 'An Act donating public lands to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts,' and of the Act of Congress approved August thirtieth, eighteen hundred and ninety, agricultural extension work which shall be carried on in cooperation with the United States Department of Agriculture: Provided, that in any State, Territory, or possession in which two or more such colleges have been or hereafter may be established, the appropriations hereinafter made to such State, Territory, or possession shall be administered by such college or colleges as the legislature of such State, Territory, or possession may direct.

"SEC. 2. Cooperative agricultural extension work shall consist of the giving of instruction and practical demonstrations in agriculture and home economics and subjects relating thereto to persons not attending or resident in said colleges in the several communities, and imparting information on said subjects through demonstrations, publications, and otherwise and for the necessary printing and distribution of information in connection with the foregoing; and this work shall be carried on in such manner as may be mutually agreed upon by the Secretary of Agriculture and the State agricultural college or colleges or Territory or possession receiving the benefits of this Act.

MEMBERSHIP OF THE 1969 EXECUTIVE COMMITTEE  
AND  
FUNCTIONS OF THE STATE EXTENSION ADVISORY COMMITTEE

Ohio Cooperative Extension Service  
The Ohio State University

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Vice-chairman - Larry Bauman, Route 2, Amherst 44001 (Lorain County)  
Secretary - Mrs. Virgil Hite, 5033 Baer Road, Marion 43302 (Marion County)  
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<u>Canfield Extension Area</u> (John P. Parker, Jr., Supervisor)	
Mrs. Ralph Robinette, Route 5, Salem 44460 (Mahoning County)	1969
Clare Chapman, RD 2, Andover 44003 (Ashtabula County)	1969-70
<u>Wooster Extension Area</u> (Paul C. Leidheiser, Supervisor)	
Larry Bauman, Route 2, Amherst 44001 (Lorain County)	1969
Mrs. Wayne Specht, RD 2, Dover 44622 (Tuscarawas County)	1969-70
<u>Fremont Extension Area</u> (Frederick T. Grimm, Supervisor)	
Norman Phillips, Route 1, Risingsun 43457 (Sandusky County)	1969
Mrs. Sandy Knowlton, Route 3, Bucyrus 44820 (Crawford County)	1969-70
<u>Defiance Extension Area</u> (James H. Limbird, Supervisor)	
Mrs. Gertrude Cook, Route 2, Swanton 43558 (Fulton County)	1969
Lister Barnhart, Route 3, Montpelier 43543 (Williams County)	1969-70
<u>Wapakoneta Extension Area</u> (David R. Miskell, Supervisor)	
Boyd Rogers, Route 2, Kenton 43326 (Hardin County)	1969
Mrs. David Corwin, Route 1, Ridgeway 43345 (Logan County)	1969-70
<u>Mt. Gilead Extension Area</u> (Francis Dalrymple, Supervisor)	
Mrs. Virgil Hite, 5033 Baer Road, Marion 43302 (Marion County)	1969
Fred Lifer, Route 6, Lancaster 43130 (Fairfield County)	1969-70
<u>Eaton Extension Area</u> (George F. Wadlington, Supervisor)	
Mrs. Curtis Beck, 1295 West Lower Springboro Road, Route 1, Franklin 45005 (Warren County)	1969
Harry Paulin, 4951 Riggs Road, Oxford 45056 (Butler County)	1969-70
<u>Washington C. H. Extension Area</u> (Thomas D. Jenkins, Supervisor)	
Frank Dill, Route 6, Washington C. H. 43160 (Fayette County)	1969
Mrs. Gene Straley, Route 2, Cedarville 45314 (Greene County)	1969-70
<u>Jackson Extension Area</u> (Charles P. Knotts, Supervisor)	
Mrs. Roy Holter, RR 3, Pomeroy 45769 (Meigs County)	1969
Wilder Weinrich, Waverly 45690 (Pike County)	1969-70
<u>McConnelsville Extension Area</u> (Joe D. Pittman, Supervisor)	
Richard Schneider, Route 2, Bloomingdale 43910 (Jefferson County)	1969
Mrs. Robert Doak, Route 2, Marietta 45750 (Washington County)	1969-70

OHIO AGRICULTURAL INDUSTRY REPRESENTATIVESLivestock Production

Max Drake, General Manager, NOBA, Inc., Box 607, Tiffin 44883 1969

Livestock Marketing

Gerald Hiller, Secretary-Treasurer and General Manager,  
Producers Livestock Association, 1561 Leonard Avenue,  
Columbus 43219 1969-70

Crop Production

Roy Becker, Secretary-Manager, Ohio Seed Improvement Association,  
1001 West Lane Avenue, Columbus 43221 1969

Crop Marketing

George Greenleaf, Executive Vice President, Ohio Grain, Feed,  
and Fertilizer Association, 5625 North High Street,  
Worthington 43085 1969

Wholesaling-Retailing

Karl Kahler, Executive Assistant, Ohio State Council of Retail  
Merchants, 71 East State Street, Columbus 43215 1969-70

Processing

Arthur Gamertsfelder, Director of Public Relations, Ohio Farmers Inc.,  
Box 351, Fostoria 44830 1969

Supplies and Services

C. Neilson Griffith, Vice President for Operations, Landmark--  
Ohio Farm Bureau Cooperatives, 245 North High Street,  
Columbus 43215 1969-70

Agricultural Credit

O. E. Anderson, Executive Secretary, Ohio Bankers Association,  
33 North High Street, Columbus 43215 1969

Farm Organizations

C. William Swank, Executive Vice President, Ohio Farm Bureau  
Federation, 245 North High Street, Columbus 43215 1969-70

Press, Radio, Television

Earl McMunn, Editor, Ohio Farmer, 1350 West Fifth Avenue,  
Columbus 43212 1969-70

OHIO EXTENSION HOMEMAKERS COUNCIL

Mrs. A. J. Huffman, Route 1, New Lexington 43764 (Perry County) 1969-70

OHIO 4-H ADVISORY COMMITTEE

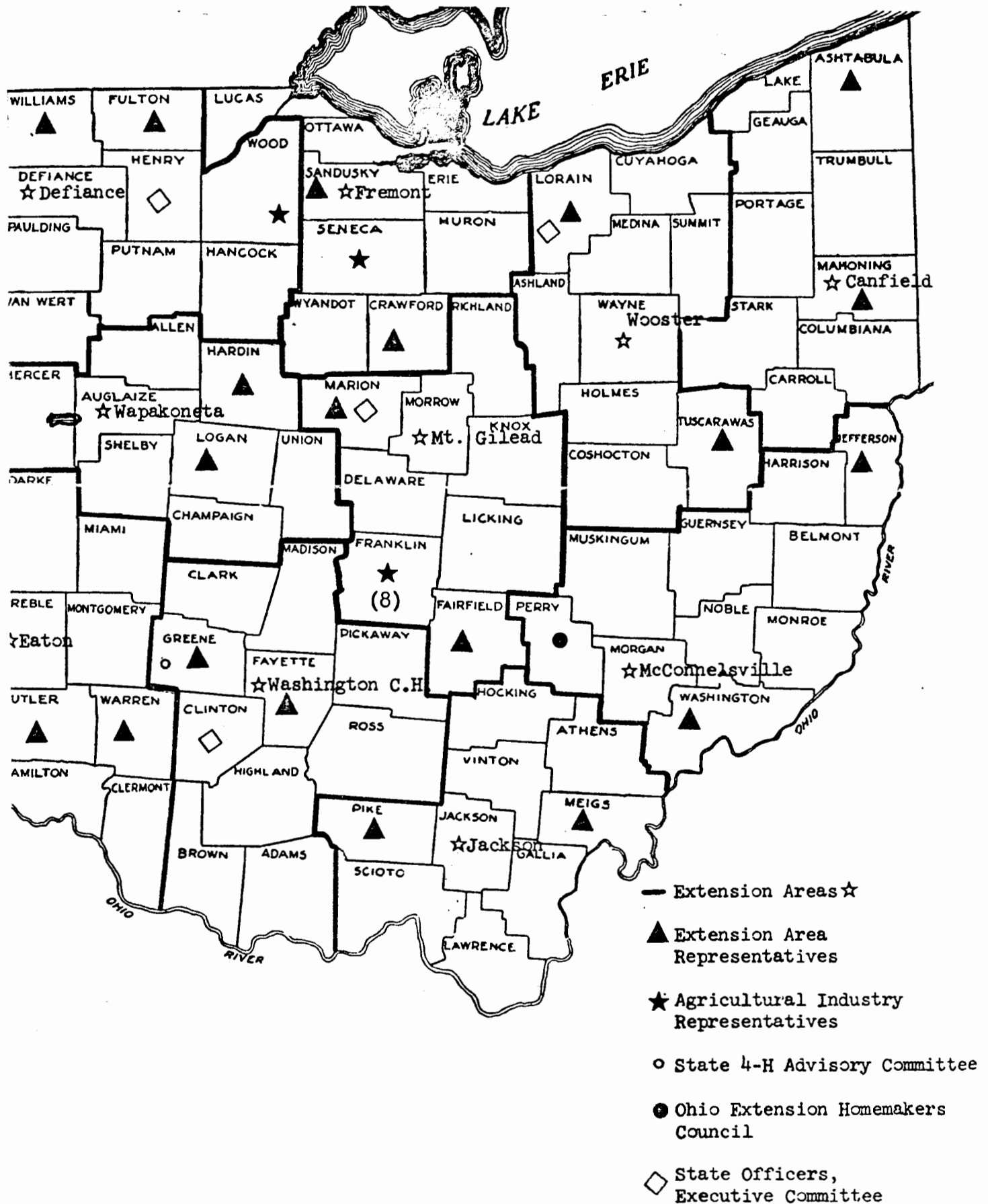
Mrs. Don Brannum, Route 3, Xenia 45385 (Greene County) 1969

## FUNCTIONS OF THE STATE EXTENSION ADVISORY COMMITTEE

1. To assist the Extension staff of The Ohio State University to evaluate the needs, wants, and desires of families.
2. To counsel and advise with State Extension Administration in matters concerning the development of Extension programs, policies, and request budgets.
3. To encourage and support strong Extension advisory committees in each county.
4. To provide effective communication between county advisory groups and other allied interests and the State Extension Advisory Committee.
5. To assist the Ohio Cooperative Extension Service in working out relationships with other groups carrying on educational programs in related fields.
6. To keep the public informed of the nature, functions, and policies of the Ohio Cooperative Extension Service.
7. To assist the Ohio Cooperative Extension Service in evaluating the effectiveness of its educational programs.

GEOGRAPHIC DISTRIBUTION OF EXECUTIVE COMMITTEE MEMBERS,  
STATE EXTENSION ADVISORY COMMITTEE

1969



## APPENDIX III

OBJECTIVES AND RECOMMENDATIONS  
TO IMPROVE  
EXTENSION'S RELATIONSHIP WITH OTHER GROUPS

During the past fifty years, the Cooperative Extension Service in Ohio has continuously studied and analyzed current conditions in an effort to provide the leadership needed for advancing agriculture and home economics. The changes taking place in Ohio have been many, thus review of programs has been frequent.

One of the problems which has been most difficult is that of keeping the public informed about the changes and adaptations being made in our programs. If the Cooperative Extension Service is to accomplish its objectives, its faculty members must strive continually to keep aware of, and responsive to, the prevailing climate of public opinion and accurately interpret Extension to Ohio citizens.

During the 1968 Annual Extension Conference, all Extension faculty members were given an opportunity to express concerns and make suggestions regarding our relationships with other groups. We explored our relationships with other faculty members at The Ohio State University, faculty and staff of other educational institutions, personnel of government agencies, public officials, leaders and members of farm, home, civic, and business organizations, personnel of mass media and Extension committees and councils. We also discussed our relationships within the Extension family.

The following objectives and recommendations are for Extension faculty consideration. Recommendations that will require Extension administration consideration have been referred to the Extension Professors Association and the Ohio Cooperative Extension Agents Association. It is suggested that these professional associations explore further these recommendations before presenting them to Extension administration.



OBJECTIVE I

To improve the understanding and appreciation of Extension's objectives, programs, and accomplishments among University resident, research, and continuing education faculty (non-agriculture and home economics).

Recommendations:

1. Extension faculty should strive for increased participation and recognition in all activities of the campus community, including the Faculty Club, campus seminars, campus-wide committees, and OSU faculty meetings.
2. State Extension faculty members should work through their departments to publish materials regularly in the Campus Review. Also, each person should work through the Office of Information to publish articles in the Lantern dealing with achievements and forward-looking programs. Articles would include dates, places, and programs of all major Extension activities, including our Annual Extension Conference.
3. Extension faculty should involve more non-Extension faculty members in both on-campus and off-campus educational meetings. Extension faculty should also seek opportunities to participate in programs of other colleges.
4. Extension faculty members should accept individual responsibility for developing understanding and close relationships with their counterparts and associates in other colleges of the University.
5. Extension faculty should strive to inform other college faculty regarding the Land-grant College concept. One means for doing this is during the Centennial celebration in 1970.
6. All Extension faculty should use appropriate opportunities to inform people that Extension faculty members are part of the OSU faculty.
7. All Extension faculty should carefully analyze their programs to make sure the programs are commensurate with their faculty rank.
8. County chairmen and area supervisors should circulate information regarding campus activities to all area and county staff. This includes information in such publications as the Lantern, Campus Calendar, and Campus Review.
9. Extension faculty who are OSU alumni should participate in county alumni meetings.
10. Extension faculty should use every opportunity to cultivate acquaintances with non-Extension faculty.

## OBJECTIVE II

To improve the understanding and appreciation of Extension's objectives, programs, and accomplishments among resident and research faculty of the College of Agriculture and Home Economics.

### Recommendations:

1. Specialists should continually bring to the attention of resident instruction and research faculties the current needs for Extension educational programs within their departments and divisions.
2. Specialists should continue to seek every opportunity to discuss youth and adult Extension objectives and programs at departmental meetings.
3. Department chairmen should strive continually to provide a better mechanism for area and county faculties to express research needs.
4. Department chairmen should strive to become more knowledgeable about and to seek opportunities to participate in county and area programs.

## OBJECTIVE III

To improve the understanding and appreciation of Extension's objectives, programs, and accomplishments among our own Extension faculty members.

### Recommendations:

1. Program leaders and supervisors should strive continually to help staff develop more effective programs. Appropriate emphasis should be placed on the problem approach in developing programs which may include the involvement of staff members from several disciplines.
2. New faculty members should continually seek the counsel of informed, progressive leaders and their immediate Extension supervisors concerning effective programs.
3. Extension staff should identify the strongest, most effective methods needed to achieve our objectives and build on them.

OBJECTIVE IV

To improve the understanding and appreciation of Extension's objectives, programs, and accomplishments among other educational institutions, including public schools, regional and branch colleges, state universities, technical institutions, and community colleges.

Recommendations:

1. Extension faculty should be encouraged to establish personal rapport with representatives of other educational institutions in their local communities.
2. Extension faculty should invite representatives of other educational institutions to attend and take part in their programs when appropriate.
3. Extension faculty should take advantage of opportunities to attend and take part in programs arranged by other educational institutions.

OBJECTIVE V

To improve the understanding and appreciation of Extension objectives, programs, and accomplishments among federal, state, and local government agencies.

Recommendations:

1. Agency personnel should be invited to participate in Extension programs when appropriate.
2. Extension personnel should participate actively in joint meetings of federal, state, and county government agencies and assist in carrying out joint activities whenever it is to the mutual advantage of Extension and the other participating agencies to do so.
3. Extension faculty should participate on programs of other government agencies whenever we can be helpful in fulfilling our educational function.
4. Extension faculty should make every effort to provide agency personnel with copies of program reports and to use other means to keep communication channels open.

OBJECTIVE VI

To improve the understanding and appreciation of Extension's objectives, programs, and accomplishments among elected public officials (county, state, and federal).

Recommendations:

1. Extension groups should be encouraged to invite officials to their meetings, and members of these groups should visit with elected public officials on appropriate matters of concern to them. As an example, the present program of 4-H legislative visits with state legislators prior to the Ohio 4-H Club Congress should be continued.
2. Extension faculty should keep elected officials appraised of program activities and accomplishments on the local, area, and state levels.
3. Extension faculty should make an effort to involve public officials in Extension educational programs of special interest to these officials.
4. Extension faculty should prepare articles on appropriate technical subject matter to be submitted for publication in house organs of public officials.
5. County Extension faculty should encourage informed lay leaders to contact elected public officials to inform them about the Extension program.
6. All Extension faculty should take advantage of every opportunity to meet officials on an informal basis.
7. Those responsible for inviting public officials to Extension functions should make every effort to create a desirable public image for the Cooperative Extension Service by seeing to it that these officials are appropriately recognized.

OBJECTIVE VII

To improve the understanding and appreciation of Extension's objectives, programs, and accomplishments among organizations--farm, home, civic, and business.

Recommendations:

1. County Extension faculty should prepare a popular report of accomplishments and distribute to local organizations and individuals, both in news media and bulletin form.
2. All Extension faculty should encourage affiliated groups to reflect the educational role of the Cooperative Extension Service in their respective programs.

3. All Extension faculty should take an active, educational role in community affairs.
4. Extension objectives and programs should be such that all organizations interested in programs related to agriculture, home economics, and natural resources will have equal opportunity to work with Extension in educational programs.

#### OBJECTIVE VIII

To improve the understanding and appreciation of Extension's objectives, programs, and accomplishments among mass media.

##### Recommendations:

1. All Extension faculty should make an effort to involve mass media personnel in Extension educational programs where appropriate.
2. Extension faculty should assist news reporters in publishing educational stories as well as the obvious "prize-winner" stories.
3. All faculty should take initiative in developing stories of educational accomplishments resulting from Extension programs for dissemination to magazines, newspapers, radio, and television news media.
4. Special efforts should be made to develop short items of educational nature for radio and television.
5. All faculty should clearly identify the Cooperative Extension Service with all news and feature releases to mass media, including articles written for special periodicals, television films, radio recordings, and press releases prepared on the state, area, and local levels.
6. County and area Extension faculty should be encouraged to publicize local appearances of resource persons from the Extension, resident instruction, or research faculty. For this purpose, photos and brief biographical sketches of state administrators, program leaders, and specialists are available from the Office of Information and Educational Aids.
7. Those who prepare news releases should be sure that county agents have materials mentioned before saying, "See your county Extension office for more information."
8. County and area agents should adapt statewide releases to local situations.

OBJECTIVE IX

To improve the understanding and appreciation of Extension's objectives, programs, and accomplishments among Extension advisory committees and councils.

Recommendations:

1. State and county Extension Advisory Committee chairmen should be encouraged to appoint a study committee to periodically examine the functions, structure, and representation of these committees in view of the anticipated future role of the Cooperative Extension Service.
2. All committees organized to plan Extension educational programs should be encouraged to incorporate the words, "Cooperative Extension," in their official names (Examples: County Cooperative Extension Agronomy Committee, County Cooperative Extension Swine Improvement Committee, County Cooperative Extension 4-H Committee).

The following recommendations are referred to the professional organizations of the Cooperative Extension Service for their consideration and submission to Extension administration:

1. Extension administration should circulate its popular annual report to all OSU faculty members and make concerted effort to show Extension as an integral part of the annual reports from the University.
2. Extension administration should provide uniform letterheads on all Extension stationery with a sentence explaining our program and the Land-grant system.
3. Extension administration should use every opportunity to inform the Board of Regents and its staff about our program and our roles as OSU faculty members.
4. Extension administration should regularly furnish resident and OARDC faculty with information about Extension programs.
5. Extension administration should provide opportunity for all College of Agriculture and Home Economics faculty members to completely understand the Land-grant College concept.

6. Extension administration and professional associations should provide more opportunities for closer contact (both social and professional) among Extension, resident, and research faculty.
7. Extension administration should develop a policy that is in conformity with University policy regarding outside employment and consulting.
8. Extension administration should consider providing assistantships in Extension.
9. Administration should establish an announced mechanism for securing suggestions from Extension faculty relative to issues whenever the knowledge and experience of faculty members can be helpful in assisting administrators with major policy decisions.
10. Appropriate administrative staff should continue, insofar as possible, to discuss current issues at regular staff meetings and conferences. Written communication channels should continue to be used regularly to keep staff fully informed of current issues, changes in policy, and all new developments which affect them. Special effort should be made to provide the rationale for changes.
11. Extension administration should provide full opportunity for each faculty member to consult with his immediate supervisor on any matter pertaining to his professional wellbeing.
12. Extension administration should keep faculty informed of the objectives in the annual state plan of work.
13. Extension administration should make every effort to increase staff compensation before adding new personnel.
14. Extension administration should continue to devise means of more effectively evaluating results (including clientele), communicating concerns, and determining opportunities for state and area staff to work effectively in conducting area center programs.
15. Extension administration should explore all feasible alternatives to provide more assistance to Extension faculty in preparing visual aids.
16. Extension administration should review, revise, or establish guidelines regarding working relationships with appropriate educational institutions, and these should be periodically reviewed with Extension faculty and the institutions involved.

17. The popular state annual report of accomplishments should continue to be prepared and distributed to appropriate organizations and individuals.
18. Extension administration should continue to improve the means whereby area representatives on the State Extension Advisory Committee can most effectively perform their liaison function between county and the state committees. Issues involving policy decisions should be brought to the early attention of county advisory committees, whenever possible, so they can give an adequate reaction.

Committee -

Mabel Spray  
Patsy Glass  
John Moore  
John Wells  
John Parker  
Riley Dougan  
Joe Pittman  
W. E. Stuckey, Chairman



"READJUSTING EXTENSION RESOURCES TO MEET CHANGING NEEDS"

The Reorganization Plan For The Ohio  
Cooperative Extension Service

Main Features (See attached map)

- A. Twelve Area Extension Centers are to be established by 1970, or sooner if possible. Each Center will be staffed by eight specialized Area Extension Agents to meet the needs of the commercial agricultural industry, family economics or human nutrition, and 4-H Club work. All salaries and operating costs for these Centers will be financed from State and Federal funds.
- B. Each County may maintain three or more Extension Agents by providing, through its Board of County Commissioners, an additional county appropriation in the amount of \$6,000 toward the salary of each Extension Agent over two. The salary of two Extension Agents (one in Agriculture and one in Home Economics) in each County will continue to be supported from State and Federal funds. Salaries in excess of \$6,000 provided by county appropriations for the additional agents over two in each County and salary adjustments for Area Agents will be made from State and Federal funds. Local expenses for the operation of County Extension Offices, including travel expenses for all Agents in the County, will continue to be paid from county appropriations.
- C. Readjustments will be made in the number and kind of State Extension Specialists according to changing needs and available finances.

Area Extension Centers

A. Geographic Designations

The twelve Area Extension Centers will encompass from 5-8 counties as delineated on the attached map. Two Area Centers will be located within each of the six Supervisory Districts.

B. Staffing

1. The specific composition of the eight Area Extension Staffs for each Center will be determined by the most important needs within the Area Center and in keeping with the following general framework:

- 1 - Agronomist
- 1 - Farm Management Agent
- 1 - Animal Scientist
- 1 - Family Economics or Human Nutrition Agent
- 1 - Commodity Agent to be determined on the basis  
of need in the Area Center
- 2 - 4-H Agents
- 1 - Associate District Supervisor who will also be  
qualified in a technical agricultural specialty

### C. Area Extension Agent Responsibilities

1. Industry Specialists: Each Area Extension Agent appointed in an agricultural specialty will serve as an industry specialist. This will include not only assistance with production problems but also educational leadership for the storage, processing, wholesaling, retailing, and distribution problems for his area of specialty. He will serve as a teacher and resource person for all facets of the industry in which he is specializing. He will have available to him all the resources from State Extension Specialists in the various departments of the College of Agriculture and Home Economics to assist in conducting a total industry educational program.
2. Direct Work with Clientele: The Area Extension Agent will initially work through County Extension Agents and with established county committees in his industry area. Through a developmental process, however, it is expected that he will establish an area program with the assistance of an area industry advisory committee. He will eventually work directly with individuals and groups within the several counties encompassed in the area. In many cases, he will also work with individuals and groups from surrounding counties not in the designated area where there is need and where an Area Agent is not appointed for his industry in the surrounding counties.

### D. County Extension Agent Responsibilities

1. 4-H Responsibilities: In counties where county appropriations are not sufficient to provide for more than the two agents employed from State and Federal funds, the two agents (one in Agriculture and one in Home Economics) will give first priority to the 4-H program. As Area Extension Agents are able to give more direct leadership to their industry responsibilities in the counties, County Extension Agents will reduce their efforts markedly in the programs for which Area Extension Agents are employed. Both the County Extension Agent, Agriculture, and the County Extension Agent, Home Economics, will then be able to give primary attention to the 4-H phase of the program.
2. Other Major Functions of County Extension Agents: Because of the diversified nature of Ohio's agriculture and the complexity of the varying needs throughout Ohio, it is not possible to staff a sufficient number of Area Extension Agents within each Center to meet these quite diverse needs. Therefore, County Extension Agents, of necessity, will need to provide effective educational assistance with those problems in specialized areas for which Area Extension Agents are not available. The important areas encompassed in community development and public affairs will require the concentrated attention of the County Extension Agents. The involvement of local leaders in determining program needs and program direction at the local level will be a primary responsibility of County Agents. Individual assistance and day-to-day contacts with local people will continue to be a County Agent responsibility. Maintaining the County Informational and Educational Center to provide educational information, obtaining needed resources from Area Extension Agents and State Specialists, following up on the teachings of State Spe-

cialists and Area Agents, maintaining close cooperative relationship and assistance to County U.S.D.A. agencies and local agencies and groups, and strengthening County Extension Advisory Committees and other necessary advisory groups will continue to be important functions of the County Extension Agents.

Immediate Plans

A. January 1, 1965 - Plans are in progress to begin operations of eight Area Centers by January 1, 1965. The location (see attached map) and the staff employed for each of the Centers are as follows:

1. Wooster Area Extension Center

Marshall Whisler, Area Extension Agent, Farm Management, and  
Acting Chairman

Tom McDonough, Area Extension Agent, 4-H

John Parker, Area Extension Agent, Dairy

2. Fremont Area Extension Center

Fred Grimm, Area Extension Agent, Marketing, and Acting Chairman

David Jenkins, Area Extension Agent, 4-H

Paul Wright, Area Extension Agent, Farm Management (June 16, 1965)

3. Defiance Area Extension Center

Karl Clemons, Area Extension Agent, Farm Management, and Acting  
Chairman

Marion Kroetz, Area Extension Agent, Agronomy

Melvin Krill, Area Extension Agent, 4-H

4. Washington C. H. Area Extension Center

Carl Blue, Area Extension Agent, Farm Management, and Acting  
Chairman

David Gerber, Area Extension Agent, Swine

Larry Rhonemus, Area Extension Agent, 4-H

Alfred Baxter, Area Extension Agent, Agronomy

5. Hillsboro Area Extension Center

Raymond Schindler, Area Extension Agent, Resource Development, and  
Acting Chairman

Ralph LaRue, Area Extension Agent, 4-H

6. Athens Area Extension Center

Ralph Moore, Area Extension Agent, Resource Development, and  
Acting Chairman

Ivan Archer, Area Extension Agent, 4-H

7. Woodsfield Area Extension Center

William Shaw, Area Extension Agent, Resource Development, and  
Acting Chairman  
Charles Lifer, Area Extension Agent, 4-H

8. Dover Area Extension Center

Jack Hill, Area Extension Agent, Resource Development, and  
Acting Chairman  
James Marquand, Area Extension Agent, 4-H

B. July 1, 1965 - Conscientious effort will be made to have the following plans in full operation by July 1, 1965, provided necessary funds are available:

1. To have at least six Area Extension Agents in the Wooster, Fremont, Defiance, and Washington Court House Centers.
2. To have at least three Area Extension Agents in the Hillsboro, Athens, Woodsfield, and Dover Centers. (Proposals have been submitted for additional Area Extension Agents in these Centers to be financed from Economic Opportunity Act funds.)
3. To have two Agents (one in Agriculture and one in Home Economics) in each County of the State to be provided from State and Federal funds.
4. To have three Agents in each County (paid from State and Federal funds) in the white or undesignated areas in the State. (See attached map)
5. To have three or more Agents in each County in the designated areas (see attached map) when the county appropriations are sufficient to pay \$6,000 toward the salary of each Agent above two in each County.
6. To reduce the number of Agents in each County in the designated areas to two (one in Agriculture and one in Home Economics) when county appropriations are not sufficient to pay \$6,000 toward the salary of each Agent above two in that County. This may require the transfer of a 4-H Agent from his present County to a County in an undesignated area or to a County which has made sufficient funds available to maintain additional Agents above two.

C. July 1, 1970, or before - The intent is to have the entire State organized into the 12 Area Centers as shown on the attached map according to the foregoing plans and policies. The rapidity with which this can be done will depend on the availability of needed financing and readjustments in the resources available.

# EXTENSION SUPERVISORY DISTRICTS and AREA EXTENSION CENTERS



### —Extension Supervisory Districts

----- Area Extension Centers

//// to be completed during  
1965-67 Biennium

APPENDIX V  
Chronology of  
Some Significant Events and Signposts  
in the History of  
The Ohio Cooperative Extension Service  
from 1959 to 1969

1958-59

SCOPE sets the stage for the sixties

Nine task force committees study SCOPE report  
and map routes for Ohio Extension

Extension director cites need for greater financial  
support in Ohio

ESN (J-F) 1959\*

Extension specialists promote highly coordinated  
"package deal" in forage crop production and use

ESN (M-A) 1959

Ohio joins in special nationwide salute to 20 million  
4-H alumni

ESN (M-J) 1959

Ohio county extension agents to counsel prospective  
students for College of Agriculture . . . McCormick  
heads planning for "Career Days"

ESN (J-A) 1959

Extension plays key role in meat hog movement

ESN (S-O) 1959

Dean Rummell retires; Kottman named successor

ESN (Nov. '59 to  
Febr. '60)

1960

Farm and Home Week Discontinued

'60 D #3\*\*

Accelerated shift to convenience foods may indicate  
need for change in extension program emphasis

'60 D #128

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\*Extension Service News, Jan. - Febr. 1959

\*\*1960 Daily News Releases #3

Extension sets up area educational programs

'60 D #338

Extension promotes intensive soil management  
education as a phase of resource development

ESN (N-D) 1960

New Dean cites challenges facing education in a  
changing society

An. Conf. 1960  
(RMK address)

## 1961

37,000 Discuss "Ohio's Future"

ESN (J-A) '61 & 62-D  
#56 & 136

Implications for Extension in agricultural trends  
shown by census data

61-D #22

Department chairman added to extension staff

GL 6/15/61\*

## 1962

Rural development discussions at SWCD meeting is  
good example of cooperative approach to Ohio's  
educational needs

62-D #13

Extension moves to help food merchandising industry

62-D #63

Agricultural workers observe Century of Progress  
in Ohio (Hear: Rural America is on the move)

62-D #251

Big Farm Science Review plans announced for Sept. '63

62-D #308

Soils lab tests 87,000 samples in '62 (One per farm in Ohio)

62-D #325

## 1963

Committee studying efficiency in state government  
recommends changes for extension

Green Letter

Extension Administration reorganizes - Wood to India -  
search begins for new director - interim plans

Green Letter

---

\*Green Letter 6/15/61

Farm Science Review becomes OSU agricultural science  
show place .Green Letter

"Agricultural Extension" becomes "Cooperative" GL 10/14/63

Extension Considers Long Time County Program Plans MS

## 1964

Area Concept Strengthened Green Letter

Plant analysis added to service of soil testing facility Green Letter

A new skipper takes the helm (Kottman becomes director)  
Points to challenge of change Green Letter

Battelle study and report supports efforts to improve  
extension organization and programs Green Letter

Home economics leadership changes hands Green Letter

Extension readjusts to meet changing needs GL 12/21/64

## 1965

Our jobs - area center development, says Kirby PR Spring '65\*

Area centers - new educational tool PR Fall '65

Extension fixes five-year goals GL 12/14/65

"The Thrust into the Future" described by Kottman PR Winter '65

## 1966

Extension reviews relationships with other agencies  
and organizations Fac. Hndbk. \*\* &  
Misc. GL items

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\*Progress Reports, Spring 1965

\*\*Faculty Handbook for Ohio Extension Workers



College name changed to include home economics GL 3/8/66

Extension sees challenge in programs to help  
under-privileged 66-D #324

## 1967

Project I-75 seminars (The people recommend directions  
for the seventies) PR Summer 67 &  
Daily News Releases

Education for economic growth is annual report theme PR Spring 67

Five program areas get special emphasis Fac. Hndbk.1.1 - 1.2

## 1968

Four new area extension centers established GL 1/26/68

College of Agriculture and Home Economics adds  
School of Natural Resources GL 3/1/68

Extension takes responsibility for advising, counseling,  
training with OEO Community Action Committees GL 4/4/68

ECOP looks at organizations extension should serve  
in the seventies; implications for Ohio GL 4/25/68

## 1969

Cooperative Extension becomes channel of education for  
expanded nutrition programs with low income families GL 4/8/69

Ten area supervisors replace district supervisory set-up  
in Ohio - Ten area supervisors named - Effective date of  
reorganization moved up from 7/1 to 4/1/69 GL 1/9/69 & 3/5/69

Personnel realignment designed to improve administration  
and conduct of Extension work in Ohio GL 1/9/69

Extension looks at objectives and recommendations to  
improve relationships with other groups GL 3/5/69

## APPENDIX VI

Policies and Guidelines in Providing Curriculum Materials and In-Service Education to teachers of Vocational Agriculture as provided by the College of Agriculture, Ohio Agricultural Research and Development Center and the Cooperative Extension Service.

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The Agricultural Education Service of the Ohio State Department of Education in cooperation with the Department of Agricultural Education of The Ohio State University is charged with providing agricultural education in the public schools in Ohio. This educational program is designed for those students, both high school and adult, requiring knowledge, skills, and abilities in agriculture for entry into and advancement in employment or for continuing education. Such educational programs in the public schools prepare students for farming, employment in agricultural businesses and services, and for continuing education in technical schools and colleges. In order to perform these services, it is necessary to provide teachers of vocational agriculture with in-service training programs and instructional materials.

The Department of Agricultural Education is responsible for the initial preparation of teachers of vocational agriculture and for providing professional courses for established teachers. The Agricultural Education Service of the State Department of Education is responsible for administering and supervising educational programs and for updating teachers of vocational agriculture. The latter is accomplished by providing instructional materials and in-service training in the various subject matter areas. To avoid duplication of efforts and waste of public funds the Agricultural Education Service and the Department of Agricultural Education does not conduct research or maintain specialists in technical agriculture subject matter areas. Agricultural Education depends upon the College of Agriculture, the Agricultural Research and Development Center, and the Cooperative Extension Service for these functions.

A policy has been established that the College of Agriculture and Home Economics, the Ohio Agricultural Research and Development Center, and the Ohio Cooperative Extension Service will assist those responsible for developing instructional materials and conducting in-service training programs for teachers of vocational agriculture. Such cooperative efforts are predicated upon a mutual desire to provide the best possible set of instructional materials for use with farmers, students, and agricultural business and service employees.

Based upon this policy, the following guidelines have been developed to describe the kinds of assistance needed and the manner in which such services may be obtained.

#### GUIDELINES FOR USE OF RESOURCE PERSONS IN THE DEVELOPMENT OF INSTRUCTIONAL MATERIALS AND IN-SERVICE TRAINING

The persons responsible at the State level for the development of instructional materials and for planning and conducting in-service training for

-2-

teachers of vocational agriculture require from time to time the assistance of individual resource persons and consultants from the College of Agriculture and Home Economics, the Ohio Agricultural Research and Development Center, and the Ohio Cooperative Extension Service. Assistance is needed in the following forms:

1. To assist in the identification of up-to-date subject matter based upon research findings which should be used by teachers of vocational agriculture.
2. To assist in the identification of those subject matter areas to be included in instructional materials and in-service training.
3. To assist in the organization of subject matter for use in instructional materials and in-service training.
4. To assist in the identification and procurement of materials which have been developed by resource persons which would be suitable, with little or no modification, for use by teachers of vocational agriculture.

#### HELP NEEDED FROM RESOURCE PERSONS IN THE DEVELOPMENT OF INSTRUCTIONAL MATERIALS AND IN-SERVICE TRAINING PROGRAMS

The Director of the Curriculum Materials Service, the Director of In-Service Training, and their assistants have need of the following kinds of assistance to effectively perform their responsibilities:

1. Counsel on the development of outlines for instructional materials units or in-service training sessions.
2. Final review of outlines and the identification of subject matter to be covered by instructional materials units or for in-service training sessions. Outlines of in-service training sessions are needed in advance of scheduled sessions for participants and organizers.
3. Technical information required for the development of instructional materials units. Such information may be provided by:
  - a. Office or telephone conferences.
  - b. Providing reference materials
  - c. Providing information concerning available reference materials.
  - d. Providing opportunity for review and possible duplication of materials that have been developed by the specialists including outlines, mimeographed reports, slides, transparencies, pictures and similar materials.

4. Assistance to the Agricultural Education Curriculum Materials Service in providing in-service training participants with approved reference and audio-visual materials that will enable them to teach the information in their own class room. This will include assistance in the selection of bulletins, slides, transparency masters, models, and other materials used in the presentation. Assistance will be required, also, in developing recommended book lists for subject matter areas.
5. Critical and final review of instructional materials units as well as in-service training session materials before final publication or scheduling.

#### RECOGNITION FOR ASSISTANCE PROVIDED

The Agricultural Education Service shall recognize and give credit for all assistance received from resource persons in the development of instructional materials or help on in-service training sessions.

#### PROCEDURES TO BE FOLLOWED IN OBTAINING THE SERVICES OF RESOURCE PERSONS AND MATERIALS

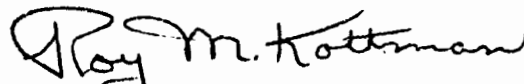
To provide adequate lead time for the scheduling of reasonable amounts of time and resources for the development of instructional materials and in-service training participation, the following steps are suggested:

1. Initial contact is to be made with the appropriate department chairman. At this time the need for instructional materials, in-service training assistance, or a combination of the two will be identified. Persons and resources to provide assistance will be identified and arrangements made for obtaining their services. The assistance may come from one or more of the following three areas:
  - a. Resident staff. Following the suggestions of the department chairman, contact will then be made with the staff member to be involved. Extensive use of a staff member's time will dictate the payment of an honorarium.
  - b. Research staff. Following the suggestions of the department chairman, or the appropriate associate chairman if the department chairman is not available, appropriate staff members will be contacted. Extensive use of a staff member's time will dictate the payment of an honorarium.
  - c. Cooperative Extension Specialist. Following the suggestions of the appropriate assistant director, contact will be made with such individual's department chairman or area supervisor before the Extension Specialist or area agent is contacted. Assistance from Extension Specialists or Area Agents will be considered a part of their regular assignment and will be provided without additional compensation.

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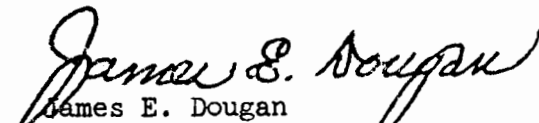
2. When the payment of an honorarium is appropriate, (i.e., for resident instruction and research personnel), the amount will be \$25 per day plus expenses for in-service training activities. For work other than in-service training, the amount will be determined by the Director of the Curriculum Materials Service in consultation with the person or persons involved in the work, but in general, the guideline of \$25 per day will be recognized. Agricultural Education personnel are familiar with their budget limitations and must, therefore, work out a reasonable honorarium with the research or resident instruction personnel who will perform the service, and who are familiar with the kind and amount of work required. All payments will be made from funds of the Agricultural Education Service, State Department of Education.
  
3. When materials provided by the College of Agriculture and Home Economics, the Ohio Cooperative Extension Service, or the Ohio Agricultural Research and Development Center are distributed to teachers of vocational agriculture in quantities beyond single copies per teacher, the cost will be borne by the local schools or by the Agricultural Education Service. Materials produced by the Agricultural Education Curriculum Materials Service will be made available on a gratis basis to all persons having use for them but all materials distributed in quantity must be sold and proceeds placed in the rotary account maintained for this purpose.

The above guidelines will become effective as of February 15, 1969.



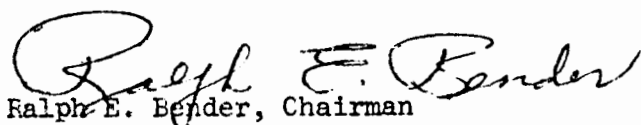
Roy M. Kottman  
 Dean, College of Agriculture and  
 Home Economics  
 Director, Cooperative Extension Service  
 Director, Ohio Agricultural Research  
 and Development Center

March 17, 1969  
 Date



James E. Dougan  
 Supervisor, Agricultural Education Service  
 State Department of Education

March 18, 1969  
 Date



Ralph E. Bender, Chairman  
 Department of Agricultural Education  
 The Ohio State University

March 18, 1969  
 Date